

---

---

# The AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

*Issued by The Gregg Publishing Company, 285 Fifth Ave., New York, N. Y.*

BOSTON OFFICE..... 80 Boylston St., Boston, Mass.

CHICAGO OFFICE..... 623 South Wabash Ave., Chicago, Ill.

SAN FRANCISCO OFFICE..... Phelan Bldg., San Francisco, Calif.

EUROPEAN OFFICE..... Kern House, 36-38 Kingsway, London, W. C. 2, Eng.

AUSTRALIAN OFFICE..... Bridge Street, Albion, Brisbane; Philip C. Baines, Agent

NEW ZEALAND OFFICE..... Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

*Subscription rates: One Dollar, the year. Ten Cents, the copy.*

*Copyright, 1924, by the Gregg Publishing Company.*

---

Vol. IV

MARCH, 1924

No. 7

---

## Some Points Requiring Special Emphasis in Shorthand Teaching

By H. M. MUNFORD

Bay Path Institute, Springfield, Massachusetts

[Read before the New England High School Commercial Teachers' Association, Boston,  
November 17, 1923]

THERE are certain principles of teaching which apply more or less inflexibly in all lines of educational work. They may be varied somewhat with the subject matter. It will of course be necessary to adapt them to the needs of any class or individual. Every teacher recognizes this. But an appreciation of the existence of these principles and their application in shorthand teaching, as in every other branch of educational work, is necessary if a reasonable measure of success is to be secured.

It is a fundamental principle of teaching that abstract facts, which have no connection with the knowledge already possessed by the student, will rarely find lodgment in his mind. It will be necessary for the instructor to determine the previous training of the student, and establish the connection between the present store of knowledge and the new idea he is trying to impart. Unless he can establish that connection, he will be unable to secure interest, and without interest he cannot hope to accomplish much.

What is the point of contact in the teaching of shorthand? In an important sense, the student who is begin-

**Shorthand as a New Language to Students** Beginning the study of shorthand is learning a new language, a language with a new alphabet, a differ-

ent spelling, a distinctive means of expressing all characters by a shorter and more direct method. Present the matter to him in this light. See that he understands just what he is trying to do, and then see that he is started rightly on the question of how this briefer method of expression is to be learned.

In learning a new language, the points of similarity to and the connection with the Mother Tongue

**Foundation in English is Needed** must be clearly established. In this case, the spoken language is the same; the method of expression in writing only is different. So the new method of writing must be definitely connected with the other. The point of contact is the student's knowledge of English. If this knowledge is limited and he talks and reads poorly, the contact is not strong and the problem of the teacher is difficult. If on the other hand, the student has had thorough training in Grammar, Orthography, and Composition, he has an excellent foundation on which to build his shorthand work.

In my opinion, no student can make normal progress in shorthand work without a fair knowledge of phonetics

**Phonetics Essential to Progress** and the ability to apply this knowledge in word analysis. One author whose work is given wide recognition, says, "Time is well spent at the start in analyzing word sounds." The

teacher should select representative words, and give thorough drill.

The value of this early phonetic work was recognized last summer by the committee of experts appointed to prepare a syllabus for Gregg Shorthand for the New York City Public High Schools. In their outline for this course they recommended that one 45-minute period daily for a period of ten days be devoted to the study of the first lesson, although not more than five days was recommended for each of the three lessons next following. The value of a thorough drill in phonetics and of the formation of good writing habits were the reasons given for this recommendation.

Before beginning the study of shorthand, I give my beginning classes a thorough drill on the alphabet phonetically, dividing the list

**Phonetic Alphabet Drill** into three groups, vowels, sub-vocals and aspirates.

This drill serves a double purpose. Distinctions in vowel sounds are made clear, and the similarity in sound of certain sub-vocals and aspirates show their affinity, and the reason for the arrangement of consonants in pairs is at once obvious.

This alphabetical drill is followed by analysis of words, the words being written on the board, silent letters

**Word Analysis** being stricken out and vowels marked to assist in interpreting the word.

Words for this drill are carefully selected, to involve only the principles used in Lesson One. After this drill has brought out the difference between phonetic spelling and English as it is ordinarily spelled, the teacher is ready to establish the first important principle of abbreviation used in shorthand writing; i. e., writing by sound. He can then open his textbook to page four, if he is teach-

ing Gregg Shorthand, and show how the author applies the principle of phonetics from the beginning.

I have found it of the greatest value, when a student is stumbling along in his reading, to require that he stop and spell his characters phonetically. In nearly every case this removes the difficulty. This practice is suggestive to the student as a means of solving his writing troubles. I employ phonetic reading quite freely in the first six or eight lessons in the Manual. In the later work, it will not be found necessary, if it has been sufficiently used in the earlier work.

Another well-known principle of psychology is: "We learn to do by doing." Certain explanations are

necessary in order that

#### Compare Longhand and Short- hand Style

the student may know how to proceed with his work. In the development of the shorthand alphabet a brief, connective drill in which the similarity to longhand form and style is shown should be used. By the use of the longhand letters M and U the style and movement necessary to execute the forward curves effectively is at once apparent. If these and other drills are handled well, the student will learn from the beginning that he is to write and not to draw his shorthand characters and an important step will have been taken toward the forming of correct writing habits.

That the student must thoroughly memorize his alphabetical characters needs no argument. My experience

has been that this may be

**Memorize** effectively accomplished **Alphabet** by class drill. The affinity of sound employed by the author to assist in reading and memorizing can be much more effectively presented by the teacher in con-

nexion with this phonetic drill than by the student left to his own devices. This drill and memorization should be through dictation of characters by name, by phonetic sound, by separate characters, and by short combinations, until a thorough drill has been given.

In the earlier lessons the two most common sources of trouble are improper proportion and difficulty in applying the rules of joining. Knowing this, the teacher should outline his plan to anticipate these weaknesses and give all drills with the direct purpose of minimizing or eliminating

these troubles. One

#### Consonant and Vowel Combinations

One in Gregg Shorthand, or in any lesson where new characters are introduced, is a drill of consonant and vowel combinations, without any reference to words, in order to fix in the mind of the student each combination as a unit. In this way he is impressed with the style of execution of each form. The value of this method is shown in a drill on correct joining of characters in Lesson Three. (A drill is given here which shows the initial and final joinings of the O-hook to every consonant stroke. This drill is valuable in developing the rule for placing the O-hook on its side.)

Great care should be taken to see that correct joinings are effected. This can be most satisfactorily accom-

plished by the free use of **Correct Joinings** on the blackboard. A few minutes of vigorous drill on the combinations indicated, followed by another showing the vowels between consonant characters, will prepare the way for the rules of joining, which in my opinion should

not be suggested until after the reasons for the rules have been made clear. Any good teacher can easily demonstrate that the joinings used are smooth, easy and facile, that any other method of joining would be unnatural and difficult. In this way, the student may be prepared for the rule in such a way that he will not only understand it, but will see a very good reason why this particular method of joining has been selected. You will find a series of very excellent drills in the earlier lessons in *Speed Studies*. This same general idea has been observed in the preparation of these drills.

It is a self-evident fact to the teacher of shorthand, that the author, in his selection of words expressed by

**Elementary  
Principles  
Cover Com-  
monest Words  
of Language**

b r i e f shorthand forms, chooses the most common words of the language, but it may not at once appear necessary that he should stress this strongly from the beginning. The teacher has the opportunity here to develop systematically one of the most important principles in shorthand. The vocabulary of every man, no matter how versatile he may be in the use of language, consists for the most part of a comparatively short list of words used over and over again. The greater number of these words are written according to the first few lessons and by the use of the most elementary principles. It should be obvious then, that a thorough knowledge of these fundamental principles will be of vital assistance in building a shorthand vocabulary.

The most frequently used words in the language include the articles, personal pronouns, the auxiliary verbs, and some of the most frequently used

conjunctions and prepositions. All shorthand authors express these words by very brief characters and in the selection of all word forms they consistently try to follow the idea of brief forms for the most frequently used words. An analysis of the fifty most frequently used words in the language shows that in the Gregg system of shorthand twenty-six of these words are expressed by a single letter.

It is very necessary then, that the student see clearly that the word signs are simply brief forms used to express the most

**Knowledge of  
Wordsigns  
Highly  
Important**

common words, and that the more common the words, the briefer the form.

This condition will provide the principal reason for the frequent and vigorous drills on word signs which you will find it necessary to give him. What is true of word signs is true in a little different sense of phrases. A pen-lift or space between words will require just as much time as the execution of a stroke. Wherever it is possible to avoid pen-lifts without impairing reading ability, this should be done. Phrasing goes hand in hand with word-sign work.

In commercial education, we are constantly trying to place emphasis upon those things which will be most helpful to the student after his school days are over. While a thorough knowledge of all the underlying principles of any subject and a comprehensive drill on these principles are necessary to secure versatility, it is proper that special stress and drill be placed on a selected group of characters if the assurance can be given that these characters will constitute the body of the stenographer's work.

## Vital Errors in the Shepard-Zinman Report of Negative Correlations on the Hoke Prognostic Tests

By Elmer R. Hoke, Ph.D.

I HAVE read with much interest the article by Shepard and Zinman which reports mainly negative correlations on my Prognostic Tests. My paper read before the New York Society for Experimental Study of Education, January 11, covers the situation entirely.

The fact that these writers get negative correlations is sufficient to prove that they made some serious blunder somewhere. The symbols test is not original, but was adapted from a mental examination used in one of the largest colleges. As a part of a general intelligence test it was found there that this test has good positive correlation. Shorthand work calls for intelligence, and this test *has positive correlation* value for shorthand work, in spite of what these writers think. The problem is not whether it has value or not, but how much, i.e., how high the correlation goes.

They have omitted the first consideration in anything that claims to be a scientific report of an educational test, namely, they have not stated how many cases were involved. It appears that there was probably only one class. In this event correlations are meaningless and not worth the pains of calculating them. I suspect that they have calculated correlations on the basis of wholly inadequate data.

They have omitted a second thing which is absolutely essential to make their report important. They have neglected to say what formula they used for computing correlations. If they computed the coefficient .583 by the

Spearman formula, that is equivalent to .81 by the Pearson Product Moment Formula, and would agree with my findings on small groups.

Furthermore, they neglect to state the P. E., which would enable readers to judge to what extent their coefficients were to be trusted. If the coefficients were computed on the scores for a single class, the P. E. might be .08 to .12, that is, so much as to make their coefficients relatively meaningless.

Nearly two years ago a member of the faculty of one of our largest universities sent me her computations and data, on the basis of which she had reported negative correlations on some of my shorthand tests, at a meeting of a great convention of commercial teachers. When I went over her data I discovered that they really yielded a very satisfactory positive correlation. I sent her the data, with my computations, and promptly received her apologies. She didn't know how in the world she got those negative results. Incidentally, I might add that the largest group on which she calculated data was 31 persons. The group was so small that the computation wasn't worth the trouble.

A very great fundamental error made by these men in their report is in comparing prognostic test scores with scores they got from only *ten weeks* of shorthand work. Beginners hardly find themselves in ten weeks. And teachers know very little about the abilities or quality of work of their pupils after only ten weeks. In one class which I investigated earlier, the

correlations with scores given by the teacher when the year was one-fourth over were very low. But by the end of the year the correlations were very high. This proves that in that particular case the prognostic test found out more about the pupils in 30 minutes than the teacher did in ten weeks. I know from experience that this is often the case. It has been found that an intelligence test for college freshmen gives a better prediction of college success than the four years' high school record. In view of these facts it is inadvisable to write a report which condemns a test by comparing it with such grades as a teacher (only one

teacher—this is a fault in the investigation) chances to give, after so short a period as ten weeks. I hope to be able to make a report later on 400 cases, taught by more than a dozen different teachers, covering a year's work. Even this will be only a beginning at standardization.

The report published by Shepard and Zinman may do some harm in discouraging those from using the test whose training in these matters does not enable them to evaluate the article. It is at the same time unfair to the writers to publish for them an article which does not bear the earmarks of a worth-while report on such a problem.



## Teachers' Certificates

**S**INCE the last list was printed the following candidates have been granted Teachers Certificates in Gregg Shorthand:

Agnes Ahrens, Ft. Wayne, Ind.  
 Jessie L. Arnold, Peoria, Ill.  
 Sister Marie Beatrix, St. Kitts, B. W. I.  
 Rakhom Bhakanandha, Bangkok, Siam  
 Katherine M. Blom, Keokuk, Iowa  
 Lenice Benner, Sherman, Tex.  
 Maysel D. Callaway, Tiffin, Ohio  
 Mrs. E. R. Cline, Wichita Falls, Tex.  
 Florence DeMille, Riverside, Calif.  
 Thelma A. Dial, Boulder, Colo.  
 Roland Fred Eberhart,\* Chicago, Ill.  
 Ada Alberta Gage, Concord, N. H.  
 Marjorie Garrett, St. Joseph, Mo.  
 Edna Gilroy, Ft. Wayne, Ind.  
 Elizabeth Anne Haering, Cleveland, Ohio  
 Leona Hagens, Yoakum, Tex.  
 Verda J. Hauptman, Peru, Nebr.  
 Harriet O. Healey, Candia, N. H.  
 Appy M. Jones, Ft. Wayne, Ind.  
 Helen A. Jordan, Givin, Iowa  
 Edna Cumming Kruse,\* Chicago, Ill.  
 Georgia Lamson, Colorado Springs, Colo.  
 Ethel C. Lindahl, Peru, Nebr.  
 Ruth V. Linder, Chicago, Ill.  
 Caleb H. Lindquist, Berkeley, Calif.  
 Laura H. Londick, Burr Oak, Mich.  
 Mrs. Dora Marie Magley, Los Angeles, Calif.

Sister Mary Maxelinda, O.S.F., Chickasha, Okla.

Enrique Coca Medina, Fajardo, P. R.

Myrtie Melvin, Laurel, Miss.

Margie L. Monk, Auburn, Maine

Abbie L. Morse, Auburn, Maine

Thelma Evelyn Norde,\* Wausau, Wis.

Conley O'Neal, Peru, Nebr.

Gena Ostby, Pullman, Wash.

Josie L. Peterson, Greeley, Colo.

Louise W. Polvogt, Dallas, Tex.

Mrs. Jewel Powers, Oklahoma City, Okla.  
 Vesta Pursell, Lincoln, Nebr.

D. Thong Suk Rackmanuet, Bangkok, Siam

Maymee Rankin, Lincoln, Nebr.

Victor Pawk Khantigul, Bangkok, Siam

Eva Marie Rich,\* Clear Lake, Iowa

May Robinson, Colorado Springs, Colo.

Helen Marie Rogers, Painesville, Ohio

Sissi Kim An Si Boon Ruan, Bangkok, Siam

Mrs. A. H. Rutherford, Los Angeles, Calif.

Ardys Schwengenbach, Lincoln, Nebr.

Sister Mary Seraphica, Purcell, Okla.

Bertha J. Starr, Ft. Worth, Tex.

Thelma Statler, Ft. Wayne, Ind.

Ina Lowry, Chicago, Ill.

Lena M. Stombaugh, Bryan, Ohio

Ruby M. Taney, Peru, Nebr.

Mrs. Letta Book Triche, Baton Rouge, La.

Edith Tullis, Weatherford, Tex.

Charles Sherman Taylor, Cleveland, Ohio

Dorothy Wade, Peru, Nebr.

Bertha V. Weeks,\* Chicago, Ill.

Hattie Mae Marshall, Valor, Sask., Canada

(\*Continued on page 253)

\*Gregg School Diploma.

## Southern Commercial Teachers' Association Meets at Birmingham

December 1-2, 1923

Report by Elizabeth Baker, Commercial High School, Atlanta, Georgia

FOOTBALL was not the only topic of discussion in Birmingham the day after Thanksgiving, for over one hundred wide-awake commercial teachers had registered at the Hotel Tutwiler for the Second Annual Convention of the S. C. T. A. and the bigger game of business with the proper training for it held their undivided attention for two days.

From the moment President Merriman of Atlanta called the Convention to order on Friday morning, till the climax was reached in a beautiful banquet Saturday night, interest was at high pitch.

The program contained excellent papers and discussions on the Teaching of Penmanship, Shorthand, Commercial Law, Commercial Arithmetic and Bookkeeping by such well-known authorities as Miss Lorena Dumeyer, Girls High School, Louisville, Kentucky; Miss Carrie Malone, of Grenada, Mississippi, High School; Mr. Birge Horton, of Massey's Business College, Birmingham; Mrs. L. F. Max-



OFFICERS OF S. C. T. A. FOR 1924

W. H. Wheeler, President (above); Elizabeth Baker, Secretary-Treasurer; W. A. Price, Vice-President

well, Office Training School, Memphis, and Clarke Harrison, Draughon's Business College, Atlanta.

"School Ethics," by R. H. Lindsay, of Spencerian Business College, Louisville, Kentucky, and "Welcoming the New Student," by Mrs. Margaret B. Miller, of Wheeler Business College, Birmingham, were subjects of addresses that brought echoes of approval from the audience.

A feature of the Friday evening meeting was the splendid address on "Salesmanship," by Mr. James S. Knox, of the Knox School of Salesmanship, Cleveland, Ohio. Dr. Chas. B. Glenn, Superintendent of Birmingham Public Schools, won his audience in his talk on "Coöperation and Fraternalism among Teachers."

On Saturday morning a sight-seeing trip was conducted through the city. This convinced the visitors that Birmingham is in truth, "The Magic City," and destined to become the greatest industrial center of the rapidly growing South. (*Continued on page 288*)

# The National Commercial Teachers' Federation

## Twenty-Sixth Annual Convention

Chicago, December 26-29, 1923

(Concluded from the February issue)

### DEPARTMENT OFFICERS

#### PUBLIC SCHOOLS DEPARTMENT

**PRESIDENT:** Frank J. Kirker, Junior College, Kansas City, Missouri  
**VICE-PRESIDENT:** D. C. Hilling, Manual Training High School, Peoria, Illinois  
**SECRETARY-TREASURER:** Mrs. Modesta M. Barton, West High School, Des Moines, Iowa

#### PRIVATE SCHOOLS DEPARTMENT

**PRESIDENT:** W. M. Dowden, Lansing Business University, Lansing, Michigan  
**VICE-PRESIDENT:** A. L. Walters, Littleford School, Cincinnati, Ohio  
**SECRETARY:** Mary Gallagher, Brown's Business College, Kankakee, Illinois

#### SHORTHAND ROUND TABLE

**CHAIRMAN:** C. A. Balcomb, Michigan Business and Normal College, Battle Creek, Michigan  
**VICE-CHAIRMAN:** Jane E. Clem, State Normal School, Whitewater, Wisconsin  
**SECRETARY:** Rutheda Hunt, Evanston Township High School, Evanston, Illinois

#### BUSINESS ROUND TABLE

**CHAIRMAN:** Jay W. Miller, University of Minnesota, Minneapolis, Minnesota  
**VICE-CHAIRMAN:** B. L. Vass, Jackson Business University, Jackson, Michigan  
**SECRETARY:** Bruce Gates, Waterloo Business College, Waterloo, Iowa

In the February issue we gave the report of the General Federation meetings and of the Gregg Get-Together. Now as to the happenings at the department meetings:

### Public Schools Department

THE sessions of the Public Schools Department were presided over by Mr. L. M. Hazen, president of the section.

The first speaker at the Thursday session was Mr. Lloyd L. Jones, of the West High School of Commerce, Cleveland, who spoke on "Present-Day Trends in Bookkeeping and How the Schools Can Meet Them." Mr. Jones believes that students should be trained in the use and interpretation of balance sheets and financial statements instead of going through the

drudgery of writing out hundreds of nearly identical transactions. His slogan would be "Study and Learn," rather than "Write and Practice."

"New Developments in the Administration and Organization of Commercial Education" was the subject of an address by Mr. E. W. Barnhart, Chief, Commercial Education Service, Washington. Mr. Barnhart concerned himself chiefly with the changes in the organization of commercial work caused by the changes in condition of the commercial world and the growing realization of these changes on the part of commercial educators.

The second session was opened by Mr. D. C. Hilling, whose subject was "The Salesman." Quoting Second Session from Mr. Knox's first book on Salesmanship, "Every man possesses within himself a continent of undiscovered possi-

bilities, a marvelous power that tells him he is capable of infinite development," he said, in part:

Call it salesmanship or by any other name, its true function is to help the boy or girl realize that he or she does possess dormant qualities which must be developed if they are to render a true service to humanity. Service is the final goal of human activity. Isn't it a silent rebuke that . . . we have failed to teach the boys and girls how to develop those qualities? The development of the personality of the individual is the function of Salesmanship.

Mr. James Edward Brown, a prominent attorney of Chicago, in a practical talk, spoke on "What I Would Teach the High School Student About Commercial Law."

"Are Business Letters Making Good?" was the subject of an instructive address by Mr. Sherman Perry, correspondence adviser, American Rolling Mill Company, Middletown, Ohio. Using many striking illustrations of good and bad letters, explaining their advantages and detrimental qualities, Mr. Perry made the following points:

Business letters should radiate the Company's policies.

The main thought in writing should be "the reader first!"

The constant aim of the dictator should be to avoid tactless correspondence.

The thing that most business letters lack is that they do not reflect the soul of the organization.

Featuring the third session of the Department were papers by Mr. M. E.

Studebaker, Indiana State  
**Third Normal School, Muncie, Indiana,** on "The Final Test";

Mr. J. O. Malott, Yeatman High School, St. Louis, Missouri, on "General Business Practice"; Mr. Clay D. Slinker, Director of Business Education, Des Moines, Iowa, on "A Business Educational Program for Junior and Senior High Schools." Mr. Slinker said, "The Junior High School is not

the proper place for specialized training for business pursuits. The pupils are too young and too immature to be considered for any but the most hopeless sort of business service if, indeed, they should drop out of school and get a job. The Junior High School should be looked upon as a place for the pursuit of broadening and finding courses. The training here should be such as will be of value to the individual in any calling or vocation that he may afterwards pursue." Mr. Slinker then laid out a detailed course constructed along those lines.

## Private Schools Department

THE meetings of the Private Schools Department were presided over by President W. N. Watson, of the Lincoln Business College, Lincoln, Nebraska.

The program opened with a report of the Committee on Standardized Tests and Awards. Mr. H. A. Hagar, general manager of the Gregg Publishing Company, and Mr. Charles Lee Swem, managing editor of the *Gregg Writer*, spoke briefly on the report, outlining the plan as proposed by the *Gregg Writer*. The report was accepted and a motion carried authorizing the *Gregg Writer* to proceed to put the tests into operation at the earliest practicable date.

Mr. C. A. Balcomb, of the Michigan Business and Normal College, Battle Creek, Michigan, spoke on the subject "Secretarial Training." Mr. Balcomb emphasized the necessity for such secretarial training as would fit our young people to fill the minor executive positions. He stressed the fact that the fundamental training cannot be gained in the "school of experience," that the proper place for it is in the private

business schools because they are the best equipped to give it.

As to content: Mr. Balcomb emphasized the necessity for such fundamental subjects as will teach the student to think and think *straight*, to develop the ability to follow instructions, and to give discipline in an all-round way, the ability to read and understand, the ability to write legibly and develop a thorough knowledge of the fundamentals of the English language. In addition to the fundamentals, Mr. Balcomb emphasized the necessity of business mathematics and bookkeeping, placing first in the list, shorthand and typing.

This subject was further discussed by Mr. Charles G. Reigner, Baltimore, Maryland.

Mr. Walter Rasmussen, of St. Paul, emphasized the necessity of introducing such training in the private commercial schools as would keep pace with the demands of the business world. He called attention to the growth and prosperity of certain private schools, and attributed their success to the fact that they were constantly adding new subjects and advanced courses, such as secretarial and accounting. Mr. Rasmussen did not want to convey the idea that a school should or could promise that every graduate would be placed as a private secretary upon the completion of such a course, any more than a law school could promise that its graduates would be successful lawyers. Mr. Rasmussen felt that with the introduction of the secretarial course a higher type of student was enrolling in the private schools.

Mr. W. M. Dowden, Lansing Business University, Lansing, Michigan, speaking on the content of the secretarial course, advocated teaching of economics and marketing, business organization and management, secretarial bookkeeping, salesmanship, in addition

to shorthand and typewriting, as well as six weeks of actual office practice.

Mr. B. F. Williams, Capital City Commercial College, Des Moines, does not believe the school should lead the prospective student to believe that it will immediately place him in a secretarial position, but rather, the school should hold out to the student that the course will qualify him to do a high class of office work, and possessing the other qualifications, it will enable him to be rapidly promoted to secretarial work.

Mr. W. W. Parsons, Parsons Commercial School, Kalamazoo, Michigan lamented the fact that a number of schools are offering a short course in shorthand and typewriting, under the guise of a secretarial course, not even using a secretarial test, with the result that the business man experiencing this has become disgusted with the product of such schools.

Mr. E. H. Norman, Baltimore Business College, Baltimore, Maryland, feels the term "secretary" has been somewhat overworked; and since there are fakes in all lines of business, the private school is not immune. He believes the name has not much significance and advised getting away from names, and actually teaching what is of value to the student, without misrepresentation.

Mr. Parsons spoke on the subject, "Relations Between the Private and Public Schools." He strongly urged that the private school manager co-operate with the high school principal. He thinks the private school man and the high school principal should get better acquainted and be frank with each other—"lay their cards on the table," as it were. He stated that in many cases neither understood the other, and until they could meet on a common ground of understanding, co-

operation was impossible. Mr. Parsons makes it a practice to call on all the principals of high schools in his community at least once, and many of them twice, a year, and he says he finds "it pays."

### Shorthand Round Table

**M**R. J. WALTER ROSS, South Hills High School, Pittsburgh, Pennsylvania, as chairman, presided over the meetings of the Shorthand Round Table.

Mr. L. W. Beers, of the Grover Cleveland High School, St. Louis, Missouri, contributed a paper **First Session** on the "Psychological Factors in the Teaching of Shorthand." Declaring that conventional psychology was of little practical value to the teacher, he thought the special application of it to the teaching of shorthand offers a fruitful field for research work. He endorsed mental tests and said that the probability of a student becoming a good shorthand writer could be foretold to a certain extent when it is possible to judge of the speed of his reaction time, his ability to memorize, and his ability to retain what has been memorized.

"The Development of Speed in Typewriting" was discussed by Miss J. E. Clem, of the State Normal School, Whitewater, Wisconsin. Miss Clem thinks that speed work in typing should start at the beginning of the course and that the student must never be allowed to contract habits of slowness. It is very important that high tension should be avoided by the beginner if he is to form the proper habits in the shortest space of time. She does not believe in demanding perfect copy, for the reason that working for perfect copy keeps the pupils in a constant

state of tension. Miss Clem puts emphasis on the fact that it matters more *how* the student types, than *what* he types. In other words, proper habit formation, rather than perfect copy, is what she is after—if perfect copy interferes with the speediest possible acquisition of the best possible habits she would dispense with perfect copy.

At the Friday session, Mr. D. D. Lessenberry, Allegheny High School Pittsburgh, Pennsylvania **Friday** discussed the subject, "Important Fundamentals in the Teaching of Beginners in Typewriting." Mr. Lessenberry handled this topic in his usual enthusiastic manner and made extensive use of the blackboard in illustrating his drills. (We hope to be able to give in an early number of the magazine a complete report of his remarks.)

Mr. E. W. Barnhart, Chief, Commercial Education Service, Washington, made a very instructive exposition of "Filing," stressing the importance of teaching it more extensively than it has been taught in the past.

### Business Round Table

**T**HE first session of the Business Round Table, presided over by Mr. L. M. Wold, presented a full and highly interesting program.

Mr. J. L. Harman, of Bowling Green University, Bowling Green, Kentucky the first speaker, spoke on "The Sphere of the Teacher in the Activities of the Community." Mr. Harman felt that the teacher should be the most intelligent person in the community. He cited, for instance, several "Dont's" for the new teacher to observe in entering in new community. The teacher should be a positive thinker. He could not hope to affect the community life of a large city very greatly, for the

community as a whole will not be aware of his existence, but he should do the things he is able to do and send his influence out into the community as much as possible. The greatest influence of the teacher is the sending into the community students who have been thrilled and inspired by his instruction. "The teacher should be free to have his opinion about things and should assert himself politically, educationally, and religiously in a community."

Mr. Frank J. Kirker, of the Junior College, Kansas City, Missouri, speaking on the subject, "The Secondary School Commercial Course," discussed the organization and work of the Junior College of Kansas City. He stressed the necessity for adjusting the commercial course to the needs of the community, feeling that there is no course outlined which would serve for every city. He advocated that the commercial course be based upon the results of a careful survey of the needs and opportunities of each city in which a new course is being organized, with modifications as conditions warrant:

We should ascertain the type of work required of our graduates in our own locality and construct a course of study that will prepare them for that particular work. We should select the manual for a course of study by making a survey of the business houses of our locality to find out what is expected of our students after leaving school. To this end we could make a very careful study of the "Help Wanted" columns in our local daily papers for a period of from four to six months.

The subject, "The Commercial Course in the Private Commercial School," was discussed by Mr. J. F. Fish, of Northwestern Business College, Chicago. Mr. Fish said that the first thing to be considered is to attain the right kind of patronage. He emphasized the need of adequate quarters, modern

equipment sufficient to carry on instruction effectively, and the employment of first-class teachers. Generally speaking he thinks the commercial course—not the shorthand course—should include practical business writing. Penmanship must be to the commercial course what typewriting is to the shorthand course. Word study and definition and spelling also hold a very important place in the course. In his school he said that they regard the study of English as a rudimentary review and they keep at this review until they feel that each student comprehends the fundamentals and is able to compose simple business letters. He mentioned Commercial Law, Accounting, and Applied Psychology—leading into Salesmanship—as possible subjects when time permitted. But there should always be a thorough grounding in the rudimentary subjects which are essential to success in commercial work.

Miss Leora Johnson, Cedar Rapids Business College, Cedar Rapids, Iowa, contributed a paper on "Teaching Bookkeeping to Beginners."

Giving a detailed account of the method she uses in her classes, Miss Johnson said:

Our class work is not conducted as you would a class in which a lesson is assigned—the recitation to see if the students have prepared the work. We have found that rules and definitions memorized word for word really add very little to their knowledge of bookkeeping. If they understand the principles involved they can formulate their own definitions and can put into practice what they really know, which is the thing we wish to do for them. Instead of that, we aim to give them a knowledge of bookkeeping by discussing business transactions, business papers, and business problems. . . . Our aim first, last, and *always* is to teach the students to think and reason, not to memorize bookkeeping.

"Financial Statement of Approach vs. The Accounting Method for Beginning Work in Bookkeeping" was the subject

of a paper by Mr. L. E. Goodyear, Columbia Business College, Chicago.

Mr. C. M. Yoder, Whitewater State Normal School, Whitewater, Wisconsin, opened the Friday meeting with an address on "The Teacher's Educational Equipment." Mr. Yoder pointed out that the educational equipment of the teacher is only one of the various tools which he must have in order to be a real teacher, although it is a very important tool. He defined education as "that which trains the boy or girl to do better the thing he or she is now doing, or shall be doing." An education may be obtained in two ways, he said—through an institution and through experience. For the teacher, institutional training *plus* experience is necessary if he wishes to be of the greatest service in the community. The institutional training of the teacher must be vocational, because teaching is a vocation. This vocational training should be given beyond any high school courses they may have followed, or at least it should not be started earlier than the last year of the high school. The teacher must decide what sort of work he is going to follow and plan the course accordingly. Training should be, if possible, for four years, but now is generally one to three years. "I shall welcome the day," Mr. Yoder told the meeting, "when the commercial teacher will have to have four years of training just the same as other teachers."

Mr. W. M. Bryant, Nebraska School of Business, Lincoln, Nebraska, spoke on the subject, "The Methods of Procedure in Commercial Law." Outlining the various methods as: case method, textbook method, lecture system. He recommended a combination of the lecture plan and the textbook plan as the best for high schools.

"Machine Bookkeeping Instruction" was the subject of an able address

by Mr. Jay W. Miller, of the University of Minnesota. "The use of machines will never prove an adequate substitute for brains," he said. Quoting the results of a survey made of schools using machine bookkeeping and calculators for instruction, he stated that the reports were about equally divided as to results obtained. Mr. Miller concluded with a detailed plan for the use of bookkeeping machines in the classroom.

Mr. George Robinson, of the Research Bureau of the American College of Scientific Salesmanship, concluded the program with a talk on the training of salesmen.

Many of the papers read at this Convention are worthy of much more extended notice than it is possible to give in the pages of a single issue of a magazine. We hope to carry several of these papers in full in subsequent numbers of the *American Shorthand Teacher*, as space permits.



### Teachers' Certificates

(Continued from page 246)

Florence Elnora Woods, Nashville, Tenn.  
Hazel Zhulkie, Ishpeming, Mich.  
Helen Aubert, Monmouth, Oregon  
Margaret Berry, Oakland, Calif.  
Mrs. Rowena M. Bouanchaud, New Roads, La.  
Anna E. Briggs, Bristol, Vermont  
Lillian N. Durkee, Oakland, Calif.  
A. Mildred Fisk, Merrimack, N. H.  
Evelyn I. Hier, Bristol, Vermont.  
Marie E. Hummel, Moscow, Idaho  
Sarah A. McCluskey, Belmont, Mass.  
Loretta Agnes Murphy, Montreal, Quebec,  
Canada  
Orrel J. Powell, Monmouth, Oregon  
Thelma Reed, Monmouth, Oregon  
Clara Ardaile Reeve, Winooski, Vermont  
Bernice Richards, Monmouth, Oregon  
Esther Sibert, Spokane, Wash.  
Kathleen L. Skinner, Monmouth, Oregon  
Flora I. Sloop, Monmouth, Oregon  
Eulalia Ruth Westfall, Monmouth, Oregon  
Sister Winifred of the Sacred Heart, Washington, D. C.

## The Element of Drill in Shorthand Teaching

An Address to the Gregg Shorthand Teachers' Class, College of the City of New York

By Edward J. McNamara

Administrative Assistant, Girls Commercial High School, Brooklyn, New York

(Concluded from the February issue)

**T**HE second application of the principle of drill is the one I mentioned before. We come to the second exercise, and we find the shorthand plate here. We work that over, copying it down as the teacher has put it on the blackboard, correctly, word by word, and then the teacher dictates the whole sentence. There is no excuse for anybody getting it wrong. In order to make sure of that, an inspection of the notes is necessary. We

**Drill on the Reading and Writing Exercises**  
work through the first sentence and write that from dictation. Then we write it again from dictation, and we write it again, five, even ten times, if necessary, until we feel that the students know that sentence. Then take the next sentence the same way.

Some teachers prefer to take one sentence at a time in the reading exercise. Read the first sentence, and then close the books, write it on the blackboard, and practice it. Then read the next sentence, close the book, write it on the blackboard and practice it ten or fifteen times from dictation. It is not correct to say, "Now, we will practice this ten times. Go ahead and write that ten times." And the teacher stands or goes around looking at the students' work as they write it from memory or from the line above. *The teacher's work is to dictate and develop right from the start of the instruction that coördination that dictation requires.* So we work

through the third sentence and the fourth sentence, until we finally have mastered that reading exercise and turned it into a writing exercise that is valuable.

After you have done that you take up the writing exercise and dictate it sentence by sentence. Have the first sentence corrected on the board and then drill on the corrected form ten or fifteen times. Remember that your main object is to make things automatic. You can do that only by encouraging the pupils to write with certainty and confidence.

The third application of the principle of drill in shorthand is the assignment of homework. The work that is carried home and done by **Homework** the student is never as **Drill**

that is done in class, but some assignments can be made more valuable than others. The usual assignment given by a teacher is to take the General Exercise and write it five times. That is an average assignment. Let us assume that we have drilled on each individual rule in the lesson and now are ready to work on the assignment in the General Exercise. "Take the general exercise and write each word five times."

In writing the thing the pupils should be careful to write good notes. If you tell a pupil to write a full line of words you lose the development of focalization. I have seen girls do an assign-

ment like that on the street car, and they were talking about the movies while they filled up the lines.

The tendency in that sort of practice is to take the mind off what is going on, and when you consider that our pupils

have to study at home,

**Gaining Concentration** while other people are talking, and young children playing

around the place, it isn't especially conducive to concentration. I don't want to be arbitrary about this, but I am just offering a suggestion. Take even a more limited number of words than you have in your General Exercise and have them write the word "edge" from the book on the first line; then the next word "able" on the next line; the word "fear" on the next line, and so on. Then have them read these words after closing the book, and write them in longhand. In other words, arrange your book in squares that way (illustrating), so that you can get concentration. A good many teachers do that, but the pupil goes through the exercise (illustrating), writing the outlines without thinking, and of course that is no good. There is very little concentration there. What we must insist upon is having the pupils' work done this way (illustrating), so that this word (illustrating) will be read "able"; the next word "fear."

Now then, cover up the written words (illustrating) by putting a piece of paper over them, and have the pupil study out the outline and write the words in longhand. He is interested in seeing if he can reproduce all of them, and when he makes an error he can practice that particular word. The next day we give a test on these words and find out how many can write any ten words that we select. Now, there is the opportunity to concentrate on each individual word and if your work is

done in that way you will get satisfactory results. Frequently, if you show the pupil how to do it, he is anxious to do it.

This instruction should be given to the pupil: "Take the General Exercise and arrange your notebook into squares.

Then the General Exercise should be copied in shorthand in the first column. The other column is left blank until you finish copying all the words in shorthand. Then, close your book and write the longhand in the next column. When that has been done, cover up your first column with a sheet of paper and write again the shorthand. Then compare the shorthand that appeared in the first column with the shorthand that appeared in the second column." In that way you make a personal challenge on each outline.

There is another principle underlying that assignment of homework. In the writing of letters, when you get into

**"Unit" Drill on Writing Exercise or Letters** the advanced class or even if you assign the Writing Exercise in connection with the General Exercise—

write sentences separately five times each instead of writing the complete exercise five times. It is easier for the teacher to find out if the student has done the work when the latter method is employed, but it is not good pedagogy, because the pupil cannot concentrate on all the outlines in the exercise or letter at the one time. His attention is distributed. By the time he reaches the last sentences he has forgotten the outlines that needed practice in the first sentence. So, I always have my classes practice one sentence, or half a sentence, at a time. The pupil knows the individual sentences, and by putting the known sen-

tences together we gradually build up the letter. I start the lesson by selecting words from the letter and asking the pupil to write those words, and then give him the letter as a whole. This method develops the facility that the

student ought to have in the writing of shorthand.

That is how the principles of drill should affect the assignment of homework in order to get better concentration on it.



## State Contest News

**I**N the interests of standardization of shorthand and typewriting contests throughout the country, our readers will be glad to compare notes on the rules in use in the various states.

As promised last month, we are giving here the rules for the Indiana contests, both District and State, and will print others as reported to us.

Ohio, one of the few states where typewriting and shorthand contests have not been held annually among

high school pupils, is putting on such a meet this year. Bowling Green State Normal College is to be the meeting place, and state manager Hazel Fitzgerald, of the commercial department of that school, is looking for the coöperation of all the schools of Ohio to make this first event a tremendous success.

If you have any suggestions that will be of assistance in the conduct of such initial contests, pass them on!

### RULES GOVERNING INDIANA DISTRICT CONTESTS

The district contests will be held on Saturday, April 26, 1924, in the district centers determined by the contest committee.

#### RULES—General:

1. Application blanks shall be sent to each school enrolled at least three weeks previous to the district contest. They must be returned, properly certified, to the District Manager not later than April 12, 1924.

2. Copy matter shall be sent sealed to the District Manager by the State Contest Manager. The seals shall be broken and package opened on the day of the contest in the presence of the teachers representing the competing schools.

3. A committee of three, consisting of the District Contest Manager and representatives of two other schools, to be chosen by him, shall be in general charge of the contest. They shall be the judges of all disputes and shall also make selections of readers, checkers, timekeepers, etc. Appeals may be made to the State Contest Committee, whose decisions shall be final.

4. After the students have completed their part of the contest the judges shall retire to a separate room and proceed to grade the papers. All competing students shall be barred from the correcting room while the judges are grading the papers.

5. Only one representative from any typewriter company may be in the correcting room at the same time.

6. Eligibility blanks properly filled in, entitling the winners of the district meet to enter the state contest, shall be forwarded by the District Manager to the State Contest Manager as soon as possible after the results are determined.

7. Representation in State Contest.

Any school winning a first team average in any event shall be eligible to enter such team in the state contest in that event. Any school winning a first individual place in any event shall be eligible to enter such individual in the state contest in that event.

Provided, however, that in case sickness or other contingency makes it impossible for such team winner to participate in the state contest, substitution may be made from the list of certified eligibles.

Provided, further, that in case of sickness or other contingency makes it impossible for an individual winner to participate in the state contest, the individual with the next highest ranking in the district shall be eligible.

**RULES—*Specific:***

1. Any public high school in the state may be represented in its district by a team of three contestants in each class. Schools entering less than three contestants in any class will be eligible to individual but not school honors.

2. Each contestant must furnish official evidence of doing satisfactory work in at least three prepared subjects at the time of making application for entrance to the contest.

3. An enrollment fee of one dollar (\$1) shall be required of each school entering the contest. This shall be made payable to the State Contest Manager on or before March 1, 1924, and shall be used in defraying the general expenses of the contest, such as furnishing all copy and material for both district and state contests and the awards for the state contest.

4. A fee of twenty-five cents (25c) per event shall be due the District Contest Manager on or before the day of the contest for expenses necessary in conducting the district contest.

5. An accurate record of such expenses shall be kept by the District Manager, and, together with any balance remaining in the fund after such expenses are paid, shall be turned over to the State Contest Manager.

6. Each school sending contestants must be represented by a faculty member at the contest, preferably the teacher of the subject or the head of the department.

7. Recognition shall be given to the teams winning first, second, and third places and to the individuals winning first, second, and third places in each contest. Appropriate pennants shall be awarded to each team winner, and appropriate ribbons to each individual winner.

8. The highest honors shall be awarded to the school securing the greatest number of points to be determined as follows:

Team averages: first place, nine points; second place, six points; third place, three points.  
Individual winners: first place, three points; second place, two points; third place, one point.

**TYPEWRITING RULES:**

1. Any student of typewriting in any public high school of the state of Indiana is eligible to enter this contest upon meeting the entrance requirements named herein.

2. The contest shall be for fifteen minutes from printed copy furnished by the Man-

ager of International Contests, New York, N. Y., through the State Contest Manager. The contest has the official sanction of the International Contest Manager. A stop watch shall be used in timing and the shifts timed accurately to a second.

3. Contestants will be classified as follows: *Novice* and *Amateur*.

(a) Any regularly enrolled student in typewriting (for credit) who has not had instruction on, or experience with a typewriter previous to September 1, 1923, and who has not had more than 160 regular instruction hours\* up to the time of the district contest, is eligible to enter the *Novice* class of the 1924 contest.

(b) Any regularly enrolled student in typewriting (for credit) is eligible to enter the *Amateur* class of the 1924 contest, except as hereinafter provided, regardless of the number of instruction and practice hours.

4. Students who have had typewriting in a business school and postgraduates are not eligible to enter the *Novice* or *Amateur* Contest.

5. No student shall be eligible a second time in the *Amateur* Contest.

6. Contestants should furnish their own machines. Any make may be used. Other equipment such as desks, chairs, and paper will be supplied by the district center.

7. The latest International Rules will be followed in every way. Contestants should read them carefully for many rules not mentioned herein are given in them. They may be secured from any of the leading typewriter companies.

8. A pennant will be awarded to the team having the highest average in the *Novice* and in the *Amateur* class. Ribbons will be awarded to individuals for first, second, and third places in these classes.

**SHORTHAND RULES:**

1. Any student of shorthand in any public high school of the state of Indiana is eligible to enter this contest upon meeting the entrance requirements named herein.

2. There will be two tests of three minutes each with a short interval between tests. In the first, dictation will consist of literary matter; in the second, business matter. Preliminary reading will be given in each test to accustom the contestants to the reader's voice and style of reading.

3. Forty-five minutes will be given for the transcription of notes. No transcript will be considered which contains more than 5%

\*An instruction hour shall be interpreted to mean sixty (60) minutes, and shall include the time spent during regular hours under the teacher either in class instruction or scheduled supervised practice.

errors. Typing errors will not be counted except in case of a tie, when neatness of transcript, spelling, form, style, etc., will be considered. Papers will be corrected by a special committee and in such a way that names of contestants will not be known.

- (a) Transcription in the *Beginning* class test may be made by pen or on the typewriter.
- (b) Transcription in the *Advanced* class must be made on the typewriter.

4. Contestants will be classified as follows: *Beginning* and *Advanced*.

(a) Any regularly enrolled student in shorthand (for credit) who has not had more than two semesters of shorthand is eligible to enter the *Beginning* class of the 1924 contest. The rate of dictation shall be 60 words per minute on literary matter and 70 words per minute on business matter in this class.

(b) Any regularly enrolled student in shorthand (for credit) who has not had more than four semesters of shorthand is eligible to enter the *Advanced* class of the 1924 contest. The rate of dictation shall be 90 words per minute on literary matter and 105 words per minute on business matter in this class.

5. Students who have had shorthand in a business school and postgraduates are not eligible to enter the *Beginning* or *Advanced* class.

6. Contestants should furnish their own writing materials. Other equipment will be supplied by the district center.

7. A pennant will be awarded to the team having the highest average in the *Beginning* and *Advanced* classes. Ribbons will be awarded to individuals for first, second, and third places in these classes.

#### PENMANSHIP:

1. Any student in any public high school of the state of Indiana is eligible to enter

#### RULES GOVERNING

1. The state contest for 1924 will be held at the Ball Teachers' College, Muncie, Indiana, Friday, May 9, 1924.

2. The State Contest Committee shall be the judge of all disputes and shall also make selection of readers, checkers, timekeepers, etc.

**State Requirements** 3. Honors shall be determined in the same manner as provided in rule 8, Specific Section of the Rules Governing District Contest.

4. The Governor's Cup, in honor of the Governor of Indiana, will be awarded to the school having the highest number of points in both shorthand and typewriting contests.

5. Application for the *Open* contest must be filed with the State Contest Manager on or before May 2, 1924.

6. Only one representative from any type-

this contest upon meeting the entrance requirements named herein.

2. There will be three plates written in the presence of the chairman of the contest committee. These plates shall consist of one plate of movement drills, one plate of material to be written from copy, and one plate to be written from dictation.

3. Pens, paper, and ink will be furnished, but any student who wishes to do so may use his own materials. Fountain and stub pens shall not be used.

4. Speed is an important element in writing efficiency, therefore each student must finish each plate within the time limit set for it. (Three minutes.) Eighty to ninety letters a minute is a good rate of speed for regular body writing.

5. Errors in copying material shall not be counted except in case of a tie.

6. Any standard system of business writing may be used.

7. The judges shall proceed by the process of elimination and rank the best five papers, grading the papers of greatest excellence as 1, 2, 3, 4, 5. In determining the rank, the judges shall take into consideration the following elements of efficiency, posture, movement and form, giving to each element such importance as their judgment may dictate.

8. Individual honors only will be considered in the penmanship contest. Each school may be represented by three contestants in this contest.

9. Certificates of proficiency will be awarded to the winners of the first five places.

#### STATE CONTESTS

writer company may be in the correcting room at the same time.

#### TYPEWRITING:

1. The team and individual winning first place in each district shall be eligible to represent that district in this contest.

2. The contest shall be for fifteen minutes from printed copy furnished by the Manager of International Contest, New Rules York, N. Y. A stop watch shall be used in timing and the shifts timed accurately to a second.

3. Contestants will be classified as follows: *Novice*, *Amateur*, and *Open*.

(a) Winners of the *Novice* class in the district contest shall be eligible to enter the *Novice* class in this contest.

A loving cup will be awarded to the school having the highest number of points in this class. The school winning the cup three years in succession will become the permanent owner thereof.

## Commercial Teachers Plan April Conventions

—Going?—

### C. C. T. A. Convention

Des Moines, April 3, 4, and 5

THE first week of April will see a large gathering of teachers at Des Moines, the Central Commercial Teachers' Association convening at Hotel Fort Des Moines April 3-5, and the Central Division of the Iowa State Teachers' Association at Hotel Savery on the same dates.

We have not received the program of the State meeting, but the following details of the Central's plans justify the president's enthusiasm over the program that has been prepared.

Exhibits will be open at 8:00 A. M. Thursday morning, and registration will start at 9:30. The morning program will be in charge of Mr. S. J. Shook, of Topeka Business College, Topeka,

**Thursday, April 3** Kansas. In the evening the Local Arrangements Committee, Miss Enid B. Huebner and Mr. I. H. Carothers, will hold a reception to teachers at 8 o'clock at Hotel Fort Des Moines.

Registration again at 8:00 A. M. Friday, and display of books and appliances. The call to order at 8:30 at Hotel Fort Des Moines, sounded by Janet H. Biller, chairman of the Executive

**Friday, April 4** Committee, and at 9 o'clock the opening session of the convention, with President Mary L. Champion, of Capital City Commercial College, Des Moines, presiding. Henry L. Adams, attorney for the C. & N. W. Ry., will welcome the teachers, L. M. Wold, of Cedar Rapids Business College, replying. Then addressed by President Harman, of Bowling Green Business University, Bowling Green, Kentucky, G. E. Spohn, president of Madison (Wisconsin) College, and discussions to be led by C. T. Smith, Kansas City, Missouri, Henry J. Holm, Chicago, and L. S. Hill and I. H. Carothers, of Des Moines. A Fraternal Luncheon (reservations should be given to Miss June M. Klove, of Capital City Commercial College, publicity manager),

and in the afternoon round tables in charge of J. M. Sterrett, vice-principal of Lincoln High School, Des Moines, for the Business Section, and Annette M. Page, vice-president of Lincoln Business College, Lincoln, Nebraska, for the Shorthand Section; followed by J. L. Harman's "Greetings from the Southland"; "Vital Objectives in the Collateral Subjects" (discussions by five successful teachers); an address by Dr. Reuel H. Sylvester, psychology expert and head of that department at Drake University; reports on recent developments in typewriting, shorthand, and bookkeeping, by Harry C. Spillman, of the Remington Typewriter Company, and others, and demonstrations by experts. And in the evening a banquet at 6:30 at Harris-Emery's Tea Room, with Des Moines' Bill Nye, Edward O'Dea, as toastmaster, and Dr. Charles S. Medbury as speaker, topped off by the president's reception at the "Woodland."

Saturday morning Mr. Henry J. Holm, vice-president, will preside at the meeting opening at 9:00. Superintendent John W. Studebaker, of Des Moines, Luella Clark, department manager of

**Saturday, April 5** the Equitable Life Insurance Company, and Lou Richardson, of the editorial department of "Fruit, Garden and Home," are scheduled to speak. Discussion; then luncheon at Hotel Savery III under the auspices of the Bureau of Education of the Chamber of Commerce (Clay D. Slinker, president), for both Central Commercial Teachers' Association and Iowa State Teachers' Association members, A. J. Burton, principal of East High School, Des Moines, presiding—and the business meeting at Hotel Savery III at 2:00 P. M. closing the convention.

\* \* \*

### Ohio State Conference

Ohio State University, April 3-5

THE keynote for the fourth annual state conference of Ohio teachers is to be "Standards in Education." The opening General Session, Dean George F. Arps, of the Ohio State University, residing, will be held Thursday evening

at 8 o'clock, addresses by B. R. Buckingham, of the University faculty on The Importance of Standards, and on the Role of Ideals in Educational Measurements by W. W. Charters, of the University of Pittsburgh, following the invocation. President W. O. Thompson will have the chair at the Friday evening gathering, when the meeting will be addressed by T. C. Mendenhall, of Ravenna, Ohio, on Standards in Education, and by William McAndrew, Superintendent of Schools, Chicago, on Forgotten Fundamentals. At Saturday morning's meeting Superintendent J. G. Collicott, of Columbus, chairman, the topics will be Standards in State Educational Administration, by T. E. Finegan, Washington, D. C.; Standards in Education from the viewpoint of Social Service, by E. C. Hartwell, Superintendent of Buffalo Schools, New York; and The Influence of Investigation in Silent Reading upon the

Making of Textbooks, by Ernest Horn, of Iowa University.

On Friday, April 4, the Sectional Meetings will be held—twenty-six sections, representing nearly every branch of the state's teaching forces providing specialized programs. Mr. W. L. Moore, of Longwood High School, Cleveland, will be in charge of Commercial Education, and D. J. MacDonald of the Industrial and Vocational section.

In addition to the speakers from Ohio, the sectional meetings will hear Dr. C. S. Berry, University of Michigan, Dr. E. R. Johnstone, director of the Training School at Vineland, New Jersey, Dr. R. M. Tryom, University of Chicago, Dr. V. T. Thayer, New York City, Dr. E. T. Sage, University of Pittsburgh, Dr. A. M. Bigelow, Teachers College, New York City, and Dr. J. P. W. Crawford, of the University of Pennsylvania, at Philadelphia.



#### Coming—

### Eastern Commercial Teachers' Association

Meeting at Hotel McAlpin, New York City

April 17, 18, 19, 1924

THE Executive Committee of the Eastern Commercial Teachers' Association, Carlos B. Ellis, principal of the High School of Commerce, Springfield, Massachusetts, chairman, is arranging a most attractive program for the spring convention. It was originally intended to hold the meeting this year at Atlantic City, but it is the consensus of opinion that the greatest good to the greatest number will be realized through having the sessions in New York.

The detailed program has not as yet been worked out, but roughly speaking,

Thursday afternoon will be given over to registration and general sessions, Thursday evening to the banquet, entertainment and dance, and all day Friday to round tables, closing Saturday morning with a general session and the business meeting.

The Executive Committee decided to hold the banquet and entertainment on Thursday this year instead of Friday evening, believing that it will make it available to a greater number attending than the old arrangement. A local committee is in charge of this evening's program—Mr. (Continued on page 278)

## SCHOOL NEWS and PERSONAL NOTES

Found in the Editor's Mail

THE Minnesota State Contest Committee has issued a bulletin announcing the district and state contests to be held April 12 and May 3. The bulletin contains complete information for the benefit of those participating in the contest, leaving no question as to the eligibility and the minutest detail. It is predicted that the second annual event will eclipse the first contest. Mr. J. N. Kimball is expected to be present.

Mr. D. A. Hiles, president of the Idaho Commercial Teachers' Association, writes us that the State Contest in Shorthand will be held at Gooding College, Gooding, Idaho, in April. Mr. Hiles is head of the department of Commerce and Business Administration at Gooding College. During 1924-25 this college will give a course for commercial teachers leading to the degree of Bachelor of Arts. We commend Gooding on taking the initiative in planning to prepare commercial teachers for the many positions open to the well-trained.

A remarkable opportunity is being offered to thirty young men in the Commercial Educational Tour of Great Britain to be conducted this summer by the College of Business Administration of Boston University. Men only are eligible for this tour, which is to be personally conducted by Professor Harold White, head of the Department of Sales Relations of the Boston University, who is known widely as an authority on selling and marketing methods and to many of our readers as author of one of the Gregg publications, "Your Job."

First-class passage and the best of accommodations everywhere are being provided, although the cost of the tour will be but \$1,680 for all expenses from the day students assemble at Boston to the time they step off the boat on the return trip.

A six-day lecture course is to be given before sailing, then there are the voyages to and from England, the commercial and industrial tour of Great Britain, the pleasure trips, and the educational work all along the way.

College credit of 120 class hours will be granted to each student who satisfactorily completes the course, textbooks being provided for each student. Quizzes, written assignments, and a final thesis will be required for college credit, and while the tour may be taken without the study and written work required for credit, preference will be given to students who undertake the complete educational program. Upper-class college men and younger business men are preferred as candidates for the tour.

June 4 the party assembles in Boston for the week's lectures, then sails on the Samaria on June 10, arriving at Liverpool June 18, and returning on the Scythia on August 9 from the same port, reaching Boston again on the 17th of August.

Professor Whitehead is expecting early registrations for the tour, as applications will be accepted in order of receipt. Fifty dollars, we understand, is required as a deposit with registration. Blanks, and further details can be had by communicating with the University. We hope to publish the itinerary of the trip next month.

(Continued on page 278)

# REPORTS OF CONVENTIONS

## Of Commercial Teachers' Associations

### Idaho

THE State Teachers' Association met in annual session at Pocatello, Idaho, November 29, 30 and December 1, with President R. H. Snider, superintendent of schools, Idaho Falls, presiding. There was an attendance of seven hundred teachers, who represented all sections of the state.

The convention was welcomed by Superintendent Walter Siders, of Pocatello. State Superintendent Elizabeth Russum spoke upon "Know Idaho First." Other speakers who contributed to the success of the meetings were Reverend J. W. Carver, Ogden, Utah; Dr. Ernest Horn, professor of Education, University of Iowa; Professor Charles Harlen, Lewiston Normal, Lewiston; Professor J. C. Werner, Albion Normal School, Albion; and Dr. A. H. Upham, president of the University of Idaho.

Many of the meetings were held at the Idaho Technical Institute, where President Frazier and the members of the faculty escorted the visiting teachers on an inspection tour.

An informal meeting of the commercial instructors was held Friday afternoon, when Miss Davison of American Falls took charge, leading the discussion on plans for the coming state contest in typing and shorthand to be held in Pocatello the latter part of April or the first of May. Miss Jessie Grant, Arco, was made chairman of the grading committee for shorthand, and Miss Katherine Buster, Soda Springs, for typewriting.

Nominations for new officers were made with the balloting for these officers to occur during December. It

was also voted to hold the next meeting at Lewiston, Idaho.

### Northern California

AT the bi-ennial meeting of the California High School Teachers' Association, Northern Section, at Sacramento in October, the commercial teachers of the northern part of the state organized a High School Commercial Teachers' Association.

The purpose of the Association, Mr. Forkner writes us, is to raise the standard of Commercial Education in the high schools and to promote efficiency and interest in commercial work by entering school contests in typing, shorthand and bookkeeping.

Mr. H. L. Forkner, head of the commercial department of Marysville Union High School, was elected president; Mr. E. N. Shadwick, of Sacramento High School commercial department, vice-president; and as secretary and treasurer the heads of commercial departments at Willows High School, and Armijo Union High School, Fairfield—Mrs. J. Paul Bunker and Mr. M. P. Sherman—were chosen.

Mrs. Paul reports that at the first meeting, held January 19, 1924, at Sacramento, Mr. R. E. Wallin, of the Sacramento Schools, gave a very interesting paper on "Methods of Teaching Typing," and a lively round table discussion ensued.

The meeting then adjourned to the Hotel Land where a delightful luncheon was served, Mr. E. N. Shadwick, of Sacramento, acting as toastmaster.

While at the banquet table, Major Wollridge, head of the Personal Service Department (*Continued on page 288*)

## R. H. Baker Made Principal of the High School of Commerce, Yonkers, N. Y.

THE recognition that has been given to specialists in the field of commercial education, mentioned in a recent number of this magazine, has been augmented by the appointment of Mr. Ralph H. Baker, head of the Commercial Department of the Yonkers, New York, High School to the position of principal of the new High School of Commerce, which opens shortly. This news will be greeted with hearty enthusiasm by the many friends of Mr. Baker in the commercial teaching field throughout the country. It is the justly deserved recognition of his splendid work in his chosen profession.

Mr. Baker will undoubtedly apply to his new position the same abilities that have made him so successful in his previous fields of activity, and the City of Yonkers is to be congratulated on securing a man of his attainments. Mr. Baker has always taken a dynamic interest in his profession of teaching, as is indicated by the professional courses he has pursued in various educational institutions. After having been graduated from the public schools, he entered the Oneonta (New York) Normal School, leaving his work there to join our colors in the Spanish American War. Upon being discharged from the service at the end of the war he entered the Albany Business College; then took a course in the School of Pedagogy, New York University; following this by courses in



R. H. BAKER  
Principal, New Yonkers High  
School of Commerce

pedagogy at Columbia University and specializing in commerce at the School of Commerce, Accounts and Finance, New York University, where he received the degree of B. C. S. and was elected to the honorary scholarship society, Delta Mu Delta; and again took up extension courses in Columbia University in 1923.

Mr. Baker became principal of the New Hampton Institute, Fairfax, Vermont, in 1900; principal of the Plattsburgh (New York) High School in 1903; and director of the Business Department of Yonkers High School in 1904. At various times he has been a member of the New York Regents'

Questions Committee; president of the Yonkers Teachers' Association (re-elected three times); manager of the Yonkers High School Employment Bureau. In the latter position he has placed over 9,000 students in commercial positions. In addition to his heavy duties in his profession, Mr. Baker has found time to devote himself to civic duties in Yonkers. His wide acquaintance with business men brings him in constant touch with the stream of business, and gives a contact that will be invaluable to the commercial students of Yonkers.

The Yonkers High School of Commerce now has an attendance of 1,045—in fact it was the growth of commercial education in Yonkers that made necessary the opening of a school devoted

entirely to commercial training. Yonkers, with its population of 110,000, is one of the most important industrial and commercial centers in the metropolitan area.

It will furnish a splendid oppor-

tunity for Mr. Baker's ability in the commercial education field, and we extend to him for the entire commercial teaching fraternity the best wishes for a long and successful administration of his new office.



## Theology and Typewriting

From the *Christian Register*

**I**T is by no means unusual to hear ministers declare that the three years they spent in theological school did not prepare them for their profession. Some say, with the celebrated Baptist clergyman, that the first

**Business Course Advocated for Theological Seminaries**  
thing they did on graduating was to forget what they had learned. This conclusion, however, is unfair, both to the school and its graduates. A theological course is valuable, indispensable, in fact, to an efficient ministry. The pastor must know the Bible, and ought to know it in its original Hebrew and Greek. He must know the history of religion, the development of the art of preaching, and be able to preach acceptably, himself. He must be familiar with the various world religions and their sources, and understand application of social science to present requirements. But he needs instruction in other departments, and needs it imperatively. The nature of his calling in these days makes it necessary that he

have a thorough business foundation. One-third of the time he spends in the seminary should be devoted to this end. Churches have suffered lamentably from lack of business sense in the persons of their leaders. This proposed business course should include study of typewriting and stenography. A typewriter is a necessary part of every modern minister's equipment. Ability to write in shorthand the first draft of the sermon, and articles for publication, would be of incalculable help. It would also mean much if he could make stenographic reports of important addresses he may hear. In addition, a seminary course should include training in journalism and church publicity. As matters now stand, candidates for the profession must secure a knowledge of these essentials, if at all, by individual effort. By all means let seminaries continue to present strictly academic courses, but let them also respond to the urgent appeal of students who ask practical instruction in problems which will inevitably confront them as soon as they take their first pastorate.

Remember to direct all correspondence for THE AMERICAN SHORTHAND TEACHER to the new address—

285 Fifth Avenue, New York, New York

## EDITORIAL COMMENT

On Sundry Topics

### Self-Improvement

PROBABLY the most common criticism aimed at commercial teachers by school officers and those who stand as leaders in the general field of education, is that their training is narrow and that they do not have an adequate foundation knowledge of the principles and broad aims of education. And to a considerable extent we must admit the validity of the charge. Fortunately, narrowness of vision is not in any sense a concomitant to successful teaching of shorthand and other vocational subjects, and whatever deficiency exists in this direction can be corrected very readily by a little well-planned reading that will prove quite as interesting as it will be helpful in rounding out the equipment of the ambitious teacher. Few teachers realize their own potential capacity any more than they appreciate the importance of a broader and deeper understanding of the principles and problems with which they deal. The conscientious teacher, ambitious for self-development, may draw encouragement from the assurance that a comparatively small amount of time devoted to properly selected reading will place her among the leaders of the profession in her grasp of underlying educational theory and controlling conditions. To the other teachers who may lack the spur of intense professional ambition, the practical and human interest elements of books that form the proper basis for higher professional education will hold attention and of themselves arouse the interest in these things that the teacher should have in order to put into her work the intelligence, thought

and effort required to get from it the results that should be secured.

From time to time we intend to direct the attention of our readers to books and articles that we think worthy of their study. A half dozen books can easily be read in the spare time of a single year—and such reading, supported by earnest thought on the ideas and problems covered, will do much in raising the teacher to a new and higher level of professional ability.

A growing public concern as to how schools are serving the vital interests of the pupils, adds incentive to the teacher's natural desire for professional development.



### Correlation

"One of the most interesting and effective methods of correlation in our commercial department," School 37 reported in a recent copy of *The School Magazine*, published by the Buffalo Board of Education, "was accomplished by the following experiment:

"In our commercial geography classes students took imaginary trips to the leading commercial cities of United States and also to those of foreign countries. Before this was done, a careful study of various timetables for railroad and steamship routes was made.

"Each student was then assigned a certain city. This work was followed up in the English class where he applied his knowledge of letterwriting. Here he composed a letter to the Chamber of Commerce or the Board of Trade of that city, *(Continued on page 272)*

## Manual Tests—II

By W. W. Lewis

Head of Theory Department, Gregg School, Chicago

**T**HE principles of omission and abbreviation are presented in Lessons Eight to Twelve inclusive of the Manual. It is advisable, therefore, to give a test at this stage of the student's progress. The one submitted this month, given on the completion of Lesson Twelve, consists of three parts of equal value:

*Part One.*—One hundred words selected from the Manual, Lessons Eight to Twelve inclusive.

*Part Two.*—One hundred words, fifty of which are new, applying the principles of the first seven lessons.

*Part Three.*—Ten questions on theory.

You will find very few wordsigns included in this test. We believe 100% on a separate test should be required on the wordsigns.

### LESSONS VIII-XII

*(Deduct 1% for each incorrect outline.)*

Write the shorthand for the following:

hearty	garden	barn	churl
readers	thirty	margin	ordin
worth	still	carries	respects
anything	kindly	caller	inclosed
afterglow	teacher	policy	outgoing
claim	Tuesday	August	175 bushels
per hundred	of their	to honor	I have not been
as great as	I want	he wasn't	will be able
they had been	he was not	end of the week	you do not know
I don't believe	40 per cent	week by week	from hour to hour
page after page	one of the most	deity	I would like to have
very respectfully	mutual	bunch	misplace
retake	profess	bandage	be grudge
scarce	adoption	ignition	facile
picture	defect	adventure	Arnold
before	whatever	everybody	hereinafter
hereunto	therefrom	whereabouts	whereof
whencever	withstand	absent	animal
association	calculate	children	deliberate
discount	entitle	frequent	indicate
knowledge	local	neglect	obvious
peculiar	popular	preliminary	prominent
reverend	similar	synonymous	vulgar
private	doubt	grade	to-night
Wednesday	benefit	progress	mistake

### NEW WORD TEST

*(Deduct 1% for each incorrect outline.)*

Write the shorthand for the following:

explode	age	tension	unwritten
wish	detach	membrane	quaint
everything	sustain	intended	stringent
rank	where	showy	devour

breathe	fences	unit	poise
call	month	tuft	willow
soap	opened	hunch	coop
wheel	glad	tallow	ghoul
roadway	devise	yelp	yon
receive	area	wrenched	halt
Yale	dial	pear	plea
tough	cow	ferret	frail
muff	between	alleged	breed
cuff	noise	ream	trickle
coal	feelings	grinning	glen
gave	spring	addle	err
shoal	score	amass	compress
cab	zero	excavation	enrage
play	siege	sallow	rust
allege	could	width	thrift
lake	shoes	sweat	thicket
list	infamous	censor	conceal
camera	applause	pompous	husk
creed	threat	zinc	etching
catch	save	felt	fiber

## QUESTIONS ON THEORY

(Mark each answer on a basis of 10.)

1. Write *three* words in longhand and in shorthand illustrating each of the *four* rules for reversing the circle to express *r*.
2. (a) How is *s* added to words ending in a reversed circle?  
 (b) Illustrate.
3. (a) When may *r* often be omitted without reversing?  
 (b) Illustrate.
4. (a) How may derivatives from wordsigns and abbreviated words be formed?  
 (b) Illustrate.
5. Tell what you know about the Abbreviating Principle and give *ten* examples.
6. Write in shorthand:  
 a dollar      5 bushels      \$500      per hundred      \$5,000,000
7. (a) Give *five* simple hints for phrase writing.  
 (b) Illustrate.
8. (a) Write *two* phrases in longhand and shorthand illustrating the modification of each of the following words:  
 to      had      do not      been      as      ago  
 (b) Write *two* phrases illustrating the omission of  
 from and to      after      by      of the
9. Write *two* words in longhand and in shorthand illustrating *five* different principles for the omission of *vowels*.
10. (a) Before what letters is *d* omitted? Illustrate.  
 (b) Give words illustrating the omission of *t* or *d* at the end of words.

# TEACHERS' CLASS DRILLS ON THE O. G. A.



Conducted by Florence Elaine Ulrich

Editor Art and Credentials Department  
of the *Gregg Writer*

**L**AST month we said: "You may not be developing champions—though some of you might—but you *are* developing reporters and stenographers, and it is just as necessary that they have a good style of writing, indeed more necessary, because their youth and inexperience makes it necessary for them to depend absolutely upon what they write for correct transcription of the subject matter they have taken down."

Because of the experience we have had in this Department lately in trying to get a few good stenographers, we want to emphasize that point. If you would have your students' work reflect credit on you and on the school in which you are teaching, friends, you must make *good* shorthand writers of them. It isn't enough that they get something down for the word dictated to them, they must write the *correct* outline—correct both in theory and in penmanship. Let me illustrate with the sentence, "You had our copy in your hands on the 5th," which was transcribed by one stenographer, "You had their copy in your hands on the 5th" and caused a misunderstanding because the man who dictated the letter did not have the time to read the letter before sending it out and depended on the stenographer to transcribe what he had said. Of course, we may say that these young people should use common sense, but it is true that they do not feel the respon-

sibility of business at the outset, and must therefore be guided simply by the mechanical structure of the outline they write.

If you will hold before them good outlines, if you will coax them into practicing the material given in the *Gregg Writer*, with a view to passing the tests and taking part in the contests, much of the worry that formerly was yours will be vanquished because, usually, the official criticism received from this Department has a weight that no other criticism has, simply, perhaps, because it is criticism coming from the outside, based absolutely upon the merits of the work submitted.

The fundamentals of any shorthand writing are, of course, fluency and accuracy. Not only should the writer be able to write his **Fluency and Accuracy** notes fluently but accurately as well, or **Fundamental** the result will be merely a scrawl that he is not able to read. He must be able to write accurate notes fluently if he is to reap any financial profit from the acquisition of shorthand. Stress fluency by *talking* fluency, by *practicing* fluency, by *accepting nothing but* fluency. Counting is an excellent way to get it.

Take a word like *ale* and have the class write it to the count of 1 — 2. Start at a moderate rate and speed up. Explain to them that if they pause at the end of the outline with the pen on the paper they lose the time that neces-

sarily is consumed in the stopping. If they use the get-away stroke, it sends them on their way. It is much like the starting of the aeroplane. It travels along the surface a little bit and then gradually lifts. So should the pen in writing. While it is all right to have the students use pencil, provided it is of good quality (lead neither too soft nor yet too hard) and well sharpened, it is better to have them use a pen. Not only will their notes be better but it will save eye strain. Pencil notes are much harder to read than pen-written notes.

In stressing accuracy call attention particularly to the depth of curve and the proportion of strokes. These are

the two pitfalls that **Curve and Proportion** await the reckless writers.

**When writing at a high rate of speed** they cannot always preserve perfect proportion or formation, it is true, but the habit once formed will predominate, and they are much less likely to persist in any one of these faults even at high speed. If you will look over the shorthand plates of notes written by Mr. Swem, Mr. Dupraw, and Mr. Schneider in the last Reporters' Contest, published in the October and November issues of the *Gregg Writer*, you will notice that while some of the curves have a tendency to become straight, the curvature predominates. The same is true of

proportion. Once in a while it isn't true, but most of the time it is, and that is the important thing about practicing good shorthand writing. When the writer has time, he establishes habits of writing that will assert themselves when he doesn't have the time to be consciously careful.

We suggested last month that the method of picking out and practicing certain characters and combinations

might be a happy and **Stress the Good Points** profitable way of studying and practicing the O. G. A. Test. Again

we find that it is better to stress the good points of an outline in the presentation and merely point out the pitfalls to be avoided. Have the students change papers and criticize each other's notes. That stimulates interest and enthusiasm and develops their critical faculties as well.

If you have discovered other methods that have been helpful to you, why not write us about them and let us pass them along? We invite you to do that.

Students should assume a comfortable but alert position at the desk, with feet flat on the floor and elbows off the desk. Hold the pen

**Writing Position** easily but firmly. Don't grip it. Keep the hand up and glide on the little finger. Do not let the wrist drag across the paper.

## Class Drills on March O. G. A. Test

**T**HE drills this month are taken from the March O. G. A. test in the *Gregg Writer*, which is good until April 25. Students will probably do better work on their specimens if they will rule a column two and one-half inches wide and write the entire copy within the column, but for practice work the ordinary penmanship paper or note-

book paper, of course, is used. Start out with a good warming-up exercise like the oval and straight line exercise. Follow with a drill embracing the individual characters only, such as a connected series of, say, five 'r's, counting as the students write, *I-2-3-4-5*.

Then take *l*, first calling attention to the fact that *l* is twice the length of *r*;

*k* and *g*, likewise. As you examine the students' copy, observe whether they have preserved the curved line throughout the character. There is a tendency often to make the last characters flat. This is caused really by what we call a lazy reach. The arm must be made to work as well as the pencil.

use, put on a record and let the students write to the rhythm of a melody. The Rational Rhythm Records are good for that purpose. We saw one of our well-known teachers use them in her penmanship class drill.

Here is a chance for the students to jog their memories a bit on the

Note particularly if *k* and *g* start with a slight curve. Now sometimes students get the wrong impression when told to start with a curve and they write an outline that resembles a mound built up by the ants. That will never do, because it interferes with

rules governing hook vowels. You will note that we have a good many hooks in the March test. The hooks are fascinating little things to write, but they should be made *little*. Don't make them large and ugly. There is a tendency when writing the combination of a

*ways, one, other, goal, shore, jostles, towards, all, your, ounce, of, to, worth, genius, or.*

some of the other joinings and it is one of the beautiful things about our system of shorthand that the joinings are so facile.

There are a good many circle vowels in this month's test, both large and small. Write a series of small ones followed by a series of large ones, and then for concentration and muscular control value alternate the two. This should be done rapidly, of course. Otherwise the real good to be derived from the practice may, in some measure, be diminished. Then for individual word drill, take first the word, *ways*. If you have a Victrola that you can

hook and circle vowel, if the circle be the large one, to write the hook large. Avoid that.

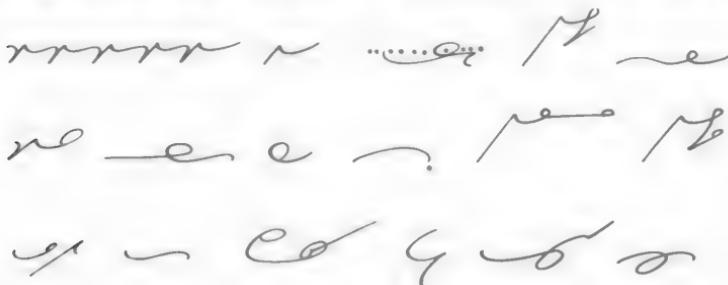
There are a number of words, too, containing *r* and *l*. You recall we said last month that the fault found in most specimens is failure to keep the horizontal curves up in a horizontal position. They are allowed to drop down. Keep the curves up so that if a liquid were poured into the hollow it wouldn't spill out the end.

We do not have many of the reverse curves this month—only three, and they should be flattened because they are of equal length. You remem-

ber the reversed curves are written with a hump only when they are of unequal length.

In writing "straight" make the *t* almost perpendicular. A good exercise for that is this one suggested by Mr. Gregg with which the drill here starts:

be written with the same curvature as that given to the larger ones, *p*, *f*, *b*, *v*, but sometimes when the student is unduly impressed with this fact it culminates in his writing the curve too large. Students should remember that *s* is a curve and not a hook and they are

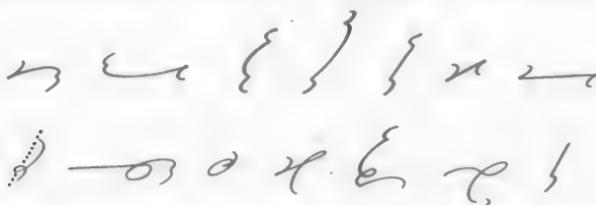


*rrrrr, lines, drift, career, straight, mark, where, going, dreamer, drifter, rewards, work, applied, purpose, latent, character.*

Notice that we have an interesting little curve that happens very often this month, the *s* curve. *S* is written very small indeed, a mere tick, but it should be uniform in slant with the rest

not to write a hook for it as is frequently done.

Practice the following, dissecting the outlines first and building them up to completion. This affords excellent ma-



*sks, sbs, sps, svb, schs, sts, sms  
first, makes, side, step, specific; capacity, which is.*

of the outline. Because of its seeming insignificance it is a much neglected character and its importance needs to be emphasized here. Check your writing frequently and see particularly whether you have written *s* with the same slant that you have given the other characters. Don't stress the curvature of it too much. It should

terial for criticism of individual strokes and the necessity for maintaining proper formation in order to secure the more facile joinings. The *Gregg Speed Studies* has some fine exercises for practicing *s* joinings.

One of the most important lessons in shorthand, and certainly one of the most valuable to the writer, is the one on

phrasing. But seldom do we find that enough attention is given to it. Do not imagine that phrasing means reaching out for impossible combinations. It doesn't. But stress the value of phrasing little words. Recently we had the opportunity to review some hundreds of papers received from the British Isles, and the outstanding point of criticism is failure to phrase small words.

Some of the phrases in the test material this month are:

*there are, shaping your, one is, to drift, with the, the other, to steer, for the, on the, the world,  
who knows, he is, and the, to the, is to do, at hand, with all, and remember.*



### Correlation

(Continued from page 265)

asking for the latest descriptive pamphlets or booklets concerning his city.

"In the typewriting classes these letters were typed and prepared for mailing. The teacher supplied the postage and the returns to the school were awaited with great interest. Students were so anxious to receive their reply first, that they lost no time in sending out their letters.

"In answer to this correspondence, every city was heard from. Many interesting publications were received from almost every city of importance in United States, Canada, and also from Rio de Janeiro, Buenos Aires, Valparaiso, Juneau, Honolulu, and Havana. This first-hand information added much

valuable reading material to our reference library and is still being enjoyed by the geography classes at the present time.

"The return letters furnished good material for dictation in our shorthand classes. The letters and envelopes were again posted in the typewriting classes, where they furnished interesting study as to form, typing, length of time required to complete the correspondence, kind and amount of postage used, and arrangement. They were finally filed for future reference.

"This experiment was tried and proved very successful because it added a real live interest to the subjects correlated."

# An Experiment to Establish Definite Standards for the Guidance of Teachers in Organizing Courses in Elementary Shorthand

Initiated and Conducted Under the Supervision of Frances Effinger-Raymond and  
Elizabeth Starbuck Adams, Wellesley, B.A., Columbia, M.A.

*(Continued from the February issue)*

THE time required to cover thirteen lessons in the Manual ranged from December 12, 1922, to May 11, 1923, roughly estimated at fifteen to twenty-eight weeks. It is quite possible, when

**Time Required  
for Thirteen  
Manual Lessons** the date is as late as May, that the teacher did not give the test to her class upon the completion of the thirteenth lesson but waited until she was surer of their writing ability. The fifty-three tests were given on thirty-four dates.

Distribution of the classes is shown in following table:

TABLE IV—C

TOTAL	DEC.	JAN.	FEB.	MAR.	APR.	MAY
53.....	2	8	19	22	0	2
SUP. GROUP	15.....	0	2	4	7	0

Theoretically, the two scores in January should show a slower rate of dictation than the two scores in May, ten to twelve weeks later. The two May scores should excel in both speed and quality of phrasing. As a matter of fact, one in each group was fast, one was slow, and the phrasing of the May group was fair only, while the January two made grades of excellent and good. Apparently good phrasing is dependent

upon the quality, not the quantity, of drill.

Twenty-three different rates of dictation were reported ranging from 23-72 words. One might naturally expect an almost perfect set of **Rates of papers from the class Dictation** which wrote at so slow a rate as 22 words a minute.

On the contrary, the low error score made in this class was 21 and the median was 32, the phrasing was poor, the test given late in March. The class which wrote at 72 words a minute is recorded as No. 5 in Table IV-B, which was given in the February issue. Read this score carefully, for it is deeply significant to every ambitious teacher.

Twenty-eight rates ranging from 24-61 words, were reported on Part II. The lowest rate appearing in Table IV-B is 25, phrasing excellent, test given in January. The highest rate is again found in No. 5. Here we see repeated the paradox of the speedier dictation producing the better results, even in this elementary stage. Compare records of Nos. 13 and 14 to see how two months have increased the speed but not the accuracy records.

There is no accounting for the thirty-four dates and twenty-three and twenty-eight rates of dictation on the score of individual differences in the student

body. We must lay these variations to the individual differences of teachers and school programs.

Many teachers avail themselves of the training possibilities in phrasing by introducing it into penmanship drills.

They use simple phrases **Phrasing Practice** from the first lesson. They continue this practice systematically, so that by the time the eleventh lesson is reached the phrases have been developed as an intrinsic part of the general development of penmanship. The result of such training is unmistakable in the papers of this test. The students with the best style of shorthand, judging by swing, proportion, and uniformity of slant, have been trained to execute good phrasing. The corollary that *if a student phrases well he writes well* should be a significant guide to every teacher, pointing out an easy short-cut on the way to rapid writing. The short-cut is labeled, "An Abundance of Simple Phrasing Very Early."

One more word about phrasing: Phrases are rarely misread. The substitutions in transcriptions follow four different lines discussed later in the report on Test Five. Only poorly executed phrases are misread. A second corollary follows: *The more phrases the student has at the tip of his pen the more accurate will be his transcriptions.*

In general the best preparation for this test is made by using Markett's "Word and Sentence Drills" to its full capacity. Take Chapter 13, for instance, and let the pupil work out the outlines for the disconnected words. Devote the class time to the dictation of sentences. It seems a waste of the teacher's time to dictate anything but connected matter, outside of the penmanship drills, now that the vocabulary difficulties are becoming an important stumbling-block. Unfamiliar words are

learned more easily in context and there is better opportunity for intelligent transcription if the matter dictated is connected by a unit of thought. The use of the dictionary should be encouraged and the class held strictly accountable for spelling in all written work.

This test shows, as did Test Three, one other point—that memory sometimes plays an amusing part in the power of the student to transcribe accurately what he heard but did not write. It is evident that we must continue to check over the shorthand as carefully as the transcription and use the two scores to determine the grade of a pupil.

**Caution:** Let the class do the detail work of checking.

Perhaps the hardest thing with which the teacher has to contend is the curious divisions in a class due to the unevenness of the development of writing power. If dictation to the whole class at any speed, fast or slow, fails to train even a few of the class is there not an element of waste in much class dictation at this formative age? The suggestion has already been made that the uneven grouping in classes be recognized very early in the organization of the recitation period. But there should be no rigid division into slow and fast groups, for the acquisition of skill in shorthand follows the laws of habit formation, and power fluctuates in different individuals. Power does not develop uniformly even in the superior individual. There are leaps and jumps, slumps and stagnation. We venture to outline a possible program that some teachers may enjoy adapting to their classes. If you who read this have hit upon a more practical scheme please share it with the rest of us.

The objective in such a program is to enable the teacher to give the slower students a closer supervision and more

coaching than the more skillful group. This supervision will eliminate bad habits or prevent their formation. Too often the slow students literally drop by the way in trying to keep up to a pace that is entirely beyond their powers. Saved by the right sort of coaching at the right time from the humiliation and bitter discouragement of failure, set a pace at which they can excel, with the confidence thus engendered, their progress is assured. It is just as important that the cleverer student be set a pace that demands his best. Habits of sloth or sloppiness must be prevented just as much as habits of hesitancy.

THE report on Test Five, which will appear next month, will carry this discussion on from a slightly different angle.

Following the methods of development outlined in this report, we offer a

scale that takes the middle ground and suggest that this be used as a guide for the future use of this test.

Give the test between February 15 and March 15. This gives a range of four weeks to meet the range of the dates for the opening of school in the fall. Dictate Part I at a minimum rate of 42 words. Dictate Part II at a minimum rate of 40 words. The maximum may be the best rate the class has shown itself able to take. The test should not be dictated at a rate higher than the last rate at which previous dictation has been given.

This scale used as a guide, makes it desirable that the minimum class dictation shall average 40-42 words for at least two weeks previous to the giving of this test on new matter. This, in turn, makes it advisable that the class be well-accustomed to taking new dictation of graded, but new matter at a fair clip for several weeks. No other

### PROGRAM OF A FIVE-DAY CYCLE

Penmanship drills; shorthand phrasing such as *we have received, you have received, we shall be glad, to us, to you, let us, please let us, etc.*; word phrases such as *swim in the lake, swim in the pond, tender his resignation, tender our services, tender our resignation, etc.*; word groups: *individual-independent, subway-subhead-subslime, etc.* This drilling should be short and snappy and planned to prepare for the vocabulary of the dictated matter that is to follow. Quick oral reading of the letters from *Graded Readings* or *Speed Studies* or *Supplementary Exercises* that have been assigned for home study. Dictated at what is a good speed for the better half of the class, say 40 to 45 words. Those who get the entire dictation then transcribe. The class is now automatically divided into two groups by this first dictation. As rapidly as possible find out the chief stumbling-blocks and drill for a few minutes. Dictate the same material at a rate slow enough to reach all but the hopeless dumbells. This will probably consume the entire period. Assign home study to the whole class, the same unit of work. This assignment should be of shorthand to be read, and some phrase or word writing, but not the copying of shorthand notes, as a general thing. Correction of their own notes may be a part of home assignment at times.

Slow group transcribes notes of the previous day while the other group is receiving new dictation for the first ten or fifteen minutes. If any of this group fail to make the new dictation he drops into the other group. While the fast group is transcribing, the slow group receives dictation of the old letter at a higher rate of speed, and one new letter. Round off the period with penmanship drills.

Vary the dictation part of the program by appointing a leader to take care of the speed group of the day before. Let him read from *Graded Readings* or *Speed Studies*. The teacher is thus free to devote herself to the slower group. Sometimes it is possible to break a class into pairs, where the pupils alternate reading and writing and work up their speed in this way.

Fourth and fifth days follow the same type of program as the first and second days.

procedure is so effective in developing the habit of smooth, continuous writing and the power to construct outlines of new words at the sound of the voice.

Analyze the vocabulary difficulties in this letter carefully. Drill as you wish providing you do not use the actual context. Suppose you **Directions** want to drill on words like *magnanimous*, *critically*, *integrity*, etc., make up sentences like the following but do not use the actual sentences in copy:

The magnanimous editor refused to read his friend's poem critically.

The investigation of the First National

Bank assured the supervisors of its financial integrity.

The students should write in their regular notebooks with no idea of the dictation as a test. Have the letter dictated near the end of some lesson hour and transcribed during a study hour or at home with easy access to a dictionary. The transcription should be on regular business letter-size paper. If the transcription is done as a class exercise, ample time must be provided. State under what conditions work is done. Send in *transcriptions only*, marked with student's name.

### Elementary Shorthand—Diagnostic Test Five

Based on completed Manual

#### COPY FOR DICTATION

*Dictate at moderate speed. Check the rate you approximate:*

35.....40.....45.....50.....55.....

Dear Mr. Grant:

I am inclined at this present moment to purchase a new automobile as a gift to my / wife some time next week. I understand that your firm is the distributor of several makes of machines. Please be magnanimous / enough to arrange matters so that I may examine various cars critically under your supervision on Thursday of this week. / I shall be dependent upon your expert judgment in this transaction as I am quite unintelligent where automobiles are concerned. /

Since you and I are fairly well acquainted you will probably hesitate, under the circumstances, to ask me for references. // To save you all embarrassment I want you to know that I carry an open account with the First National / Bank and shall welcome any investigation you choose to make of my financial standing. I trust this bank will be / sufficient authority to convince you of my business integrity.

It may interest you to know that my wife and I / are planning a touring trip to Washington, D. C., as soon as we are the owners of the superlative car / you are going to sell us. We already anticipate the pleasure of calling upon President Harding at the White House. //

You are familiar with the deficiencies of our old car and our requirements in a new car. We await hopefully / your assurance that you will find the leisure to help us make our selection among the many cars you / carry.

Sincerely yours,

(243 words)

*(To be continued next month)*

Have you seen the latest of the Gregg magazine family—*El Taquigrafo Gregg?* If not, send for a sample. This new quarterly is devoted to the interests of teachers and writers of Spanish shorthand.

## Some Points Requiring Special Emphasis in Shorthand Teaching

(Concluded from page 244)

By actual analysis of personal and business correspondence, it has been discovered by Mr. Leonard B. Ayres and others who have made similar

**Place Special Stress on Thousand Most Frequently Used Words** studies, that the thousand most frequently used words constitute from 92-95% of all words actually used. It will be

seen, then, that a thorough drill on these words and a knowledge of the shorthand principles applied in their use, will supply a good foundation for vocabulary work.

The Gregg Publishing Company, to assist teachers of shorthand in this vocabulary building work, recently analyzed and classified Mr. Ayres' list. It was found that seven hundred and thirty-two words of this list employ only those principles taught in the first nine lessons of the system. Two hundred and sixty-eight words employ principles from lessons nine to the end of the text. The two hundred and sixty-eight words have been classified and grouped according to lessons. I have prepared a list of these words and their distribution according to lessons [copies were distributed to those present]. This list is valuable in showing that some of the advanced principles in shorthand, while they should be properly taught, will not require the time or emphasis necessary to develop other lists more frequently used. By consulting this list you will see that seventy-one words are written according to the Abbreviating Principle taught in Lesson Ten, while but five words in the list involve the principle of disjoined suffixes used in Lesson Seventeen and

Eighteen, and only one word is written employing the principles taught in Lesson Twenty.

I pass on to you the recommendation of the Gregg Publishing Company that the words in this list be given as material for thorough drill in your shorthand classes. Perfect familiarity with the most frequently used words, and the ability to write them readily will minimize the hesitation caused by unfamiliarity with word outlines and give the writer more time in which to write the more difficult and less frequently used words. Mr. Frederick Gurtler, winner of the Miner medal for rapid shorthand writing in competition with all writers; Mr. Nathan Behrin, World's Champion shorthand writer, 1922; and Mr. Charles L. Swem, present World's Champion, all say that familiarity with the fundamental prin-

ciples, frequent drill Ready for accuracy on the Vocabulary most frequently recurring Means shorthand forms, Speed supplemented with exhaustive vocabulary building, are absolutely necessary to success in all shorthand writing, whether at fifty words or at three hundred words a minute.

I have not had the pleasure of a personal talk with Mr. Swem since he became the World's Champion, but I have not the least doubt that, sitting at the elbow of Woodrow Wilson for more than eight years, during which time he was required to record State papers dictated by the man who perhaps has no superior in his command of English, Mr. Swem was aided by invaluable experience and practice to realize his ambition to become the

**World's Champion shorthand writer.**

There are many other things which need special emphasis in shorthand teaching, but I have had time here to stress only a few of the things which I consider basic, and without which I cannot secure any measure of success in the presentation of the work.

**School News**

(Continued from page 261)

A new name appeared among the faculty of Spencerian School, Cleveland, last fall—Mrs. Shelley—but it did not mean that a new teacher had joined the staff, just that Miss Ellenora Hartley, whom many of our readers will remember as a teacher in the typewriting department of Gregg School, Chicago, several years ago, had joined the home-makers! The lucky man, we find, is Burton Chandler Shelley, and he and Mrs. Shelley both have our hearty congratulations and best wishes.



There comes to our desk note of the commencement exercises held last month at Goldey College, Wilmington, Delaware. This institution was founded by H. S. Goldey in 1886, beginning modestly at that time, and has grown until it is now rated as one of the most successful business colleges of the country. Since its founding more than 30,000 students have attended the college, these representing thirty-five states, Canada, the West Indies, and several foreign countries.

The place that Goldey College occupies in its community is reflected in the editorial note taken of the event by all the local papers, as well as in the program provided for the occasion, at

which two United States Senators addressed the graduates.<sup>2</sup> It is a pleasure to note the progress of an institution of this kind under the able management of Mr. W. E. Douglas, president, and Mr. J. E. Fuller, vice-president of the college.



Mr. Thomas Liner, who was associated with the State Preparatory School at Claremore, Oklahoma, for several years and later with the High School at Fort Smith, Arkansas, is the new teacher at the North Texas Teachers' College, at Denton.

**E. C. T. A. Meeting Coming**

(Continued from page 260)

J. Leslie White, of Heffley Queensboro School, Brooklyn, chairman, Mr. Albert G. Belding, Director of Education for the New York City Public Schools, and three members as appointed for the purpose by the executive committees of the New York Association of Gregg Shorthand Teachers and the Isaac Pitman Teachers' Association.

Of particular interest to the readers of this magazine is the fact that the all day shorthand, typewriting, and secretarial practice round table scheduled for Friday will be conducted by Mr. Edward J. McNamara, administrative assistant of the Girls' High School, Brooklyn. The selection of Mr. McNamara assures a program that will be rich in inspiration and instruction.

Make your plans now for attending the meetings of the E. C. T. A. at the Hotel McAlpin, New York City, April 17, 18, 19!

## State Contest News—Indiana Rules

*(Continued from page 258)*

(b) Winners of the *Amateur* class in the district contest shall be eligible to enter the *Amateur* class in this contest.

A loving cup will be awarded to the school having the highest number of points in this class. The school winning the cup three years in succession will become the permanent owner thereof.

(c) Any student regularly enrolled in a public high school in the state of Indiana who is not eligible for the *Novice* or *Amateur* contest, and any teacher, shall be eligible for the *Open* contest.

Individual awards only will be given in this contest. A gold medal will be awarded to the student having the highest average of the students in this class. A gold medal will be awarded to the teacher having the highest average of the teachers in this class. A certificate of proficiency showing net speed will be awarded to all who finish with an average of 50 words or more per minute.

4. The school having the highest number of points in both the *Novice* and the *Amateur* classes shall be the winner of the Indiana State Typists' championship.

The Commercial Club of the local State Normal will award a perpetual LINNAEUS N. HINES LOVING CUP to the school winning the Indiana State Typists' championship in honor of President Hines of the State Normal School.

5. Individual honors will be awarded in the *Novice* and *Amateur* classes as follows: A gold medal will be awarded to the winner of first place in each class, a silver medal to the winner of second place, and a bronze medal to the winner of the third place.

6. Contestants should furnish their own machines. Any make may be used. Other equipment such as desks, chairs, and paper will be supplied by the State Contest Committee.

7. The latest International Rules will be followed in every way.

### **SHORTHAND:**

1. The team and individual winning first place in each district shall be eligible to represent that district in this contest.

2. There will be two tests of three minutes each with a short interval between tests. In the first, dictation will consist of literary matter; in the second, business matter. Preliminary reading will be given in each test to accustom the contestants to the reader's voice and style of reading.

3. Forty-five minutes will be given for the transcription of notes. No transcript will be considered which contains more than 5% errors. Typing errors will not be counted except in case of a tie, when neatness of transcript, spelling, form, style, etc., will be considered. Papers will be corrected by a special committee and in such a way that names of contestants will not be known.

(a) Transcription in the *Beginning* class test may be made by pen or on the typewriter.

(b) Transcription in the *Advanced* and *Open* classes must be made on the typewriter.

4. Contestants will be classified as follows: *Beginning*, *Amateur* and *Open*.

(a) Winners of the *Beginning* class in the district contest shall be eligible to enter the *Beginning* class in this contest. The rate of dictation shall be 60 words per minute on literary matter and 70 words per minute on business matter in this class.

A loving cup will be awarded to the school having the highest number of points in this class. The school winning the cup three years in succession will become the permanent owner thereof.

(b) Winners of the *Advanced* class in the district contest shall be eligible to enter the *Advanced* class in this contest. The rate of dictation shall be 90 words per minute on literary matter and 105 words per minute on business matter in this class.

A loving cup will be awarded to the school having the highest number of points in this class. The school winning the cup three years in succession will become the permanent owner thereof.

(c) Any student regularly enrolled in a public high school in the state of Indiana who is not eligible for the *Beginning* or *Advanced* contest, and any teacher, shall be eligible for the *Open* contest. The rate of dictation shall be 100 words per minute on literary matter and 115 words per minute on business matter in this class.

Individual awards only will be given in this contest. A gold medal will be awarded to the student having the highest average of the students in this class. A gold medal will be awarded to the teacher having the highest average of the teachers in this class. A certificate of proficiency will be awarded to all who make a grade of 95% or more in accuracy.

5. The school having the highest number of points in both the *Beginning* and the *Advanced* classes shall be the winner of the Indiana State Shorthand championship.

A perpetual loving cup will be awarded to the school winning the Indiana State Shorthand championship.

6. Individual honors will be awarded in the *Beginning* and *Advanced* classes as follows: A gold medal will be awarded to the winner of first place in each class, a silver medal to the winner of second place, and a bronze medal to the winner of third place.

7. Contestants should furnish their own writing materials. Other equipment will be supplied by the State Contest Committee.

### **PENMANSHIP:**

1. The first five winners of each district contest shall be eligible to represent that district in this contest.

2. The rules and regulations for the district penmanship contest shall apply in this contest.

3. Certificates of proficiency will be awarded to the winners of the first five places in this contest.

**Notes.**—In case of a tie in the total number of points between two schools, the school having the highest team average shall be awarded the pennant in district or cup in state contest.

# DICTATION MATERIAL



to Shorthand Plates in  
**The GREGG WRITER**

## *"Write as You Would Talk"*

*By Charles Henry Mackintosh*

Former President, Associated Advertising Clubs of  
the World

Every plan needs to be submitted, frequently, to this searching question: "What is the real purpose to be accomplished here? Let us apply that question<sup>as</sup> to a business letter.

What and why is a business letter? It is, isn't it, a substitute for a verbal message? Because the subject is<sup>as</sup> not of sufficient importance to require a personal call, or because the distance between the parties prohibits it, a letter must be made to express<sup>as</sup> what otherwise would have been spoken.

How does the average business letter sustain this analysis of its origin and purpose? Many large houses have conducted<sup>as</sup> investigations along this line, recently; and they have found that their letters were lagging far behind the business procession. They have found that the words<sup>as</sup> and phrases of a dead past are still going into the routine business letter of to-day; and that the construction of such letters is as<sup>as</sup> unscientific as it was a century ago, when they were little more than memoranda. Our spoken language has undergone great changes in that period;<sup>as</sup> because a language is a living thing, and must grow or die.

But should we sprinkle our business letters with modern slang? With phrases such<sup>as</sup> as "these are the caterpillar's eyebrows, and surely take the berries"? No. That may become the language of to-morrow; but to-day it is still alien<sup>as</sup> to accepted speech.

Neither the language of yesterday nor the language of to-morrow should go into the business letter of to-day.

"Receipt of your letter<sup>as</sup> of September 18 is hereby acknowledged" is no less anachronistic than "our screed of last Thursday's sure was the berries!"

Scores of modern, yet conservative,<sup>as</sup> concerns have found the key to correct letter language in this question: "Would a representative of the house talk like this, if we sent him<sup>as</sup> instead of the letter?" Not a few executives have established a new order, because they put that question to letters taken from the files of<sup>as</sup> past correspondence.

For instance, Mr. Charles R. Frederickson, president and treasurer, American Art Works, read an old letter from his sales department, answering an inquiry about<sup>as</sup> prices. It said:

Beg to acknowledge receipt of your valued favor of the fourteenth, and in reply to same, will quote you on advertising pencils,<sup>as</sup> in which you express interest, in accordance with price list attached. Trusting that this gives you the information required, and hoping that we may be<sup>as</sup> privileged to serve you, we beg to remain.

As he read the letter, Mr. Frederickson tried to imagine a sales representative of his company stepping<sup>as</sup> into the office of the prospect who had sent the inquiry, and making use of precisely the same words.

He decided that the representative who<sup>as</sup> "begged to remain" after an effort of that sort would have very little chance of remaining, either in the prospect's office, or in the company's<sup>as</sup> employ; and so he asked himself: "Since a letter is sent instead of a personal representative, should it not say just about what the representative<sup>as</sup> would say if he walked in personally? Why should there be one 'language of business' for letters and another for business men?"

Dipping deeper<sup>525</sup> into the subject, he uncovered cases in which definite orders had been lost because letters had been worded in the stilted "business-letter English." There<sup>526</sup> was the case of an order for 10,000 memorandum books to be covered with a special material. The buyer had been in a hurry<sup>527</sup> for them, and the letter acknowledging his order had concluded with these words: "We may be delayed in getting material for your order, since it<sup>528</sup> is necessary for us to put through a special order to the manufacturer on same; but hope to get the goods to you without unnecessary<sup>529</sup> delay. Trusting that you will not be inconvenienced thereby, we are." The buyer canceled the order.

The letter covered a common situation; and coming down<sup>530</sup> to date, Mr. Frederickson had no difficulty in locating one like it awaiting an answer. He took it himself, and concluded it with this changed<sup>531</sup> thought: "You'll be pleased to know that the material for these books is to be made especially for you; and while that will require a<sup>532</sup> little more time, it will be well worth while because it will give you something really exclusive." The order went through and the buyer<sup>533</sup> was particularly pleased with his books because he realized that he had "something really exclusive."

Now Mr. Frederickson is instructing all his correspondents to write<sup>534</sup> as they would talk, but more concisely. Nor is he alone in the effort to eliminate old-fashioned correspondence practices.

John D. Hollowell, general manager, Central<sup>535</sup> Western Division, De Laval Separator Company, is known among his men for his ability to write letters to salesmen which are as natural as casual<sup>536</sup> conversations, and as human as friendly handshakes. Not long ago, Mr. Hollowell turned his attention to the routine letters going out to customers of his<sup>537</sup> concern, because he believed that it's just as important to send good letters to customers as to salesmen. He found plenty of "business English" in<sup>538</sup> the product of his routine correspondents.

Mr. Hollowell eliminated it from De Laval letters by having a little manual made up, contrasting faulty forms of<sup>539</sup> letter writing with their modern counterparts. The excerpt from this manual which is reproduced on the opposite page indicates how the absurdity of "business English"<sup>540</sup> is brought out. The correspondents may see for themselves how stilted and verbose its use must make their letters. After showing what a salesman would<sup>541</sup> have said, and what the letter writer says, in business-letter English, the manual shows quite specifically what the letter writer can say. After giving<sup>542</sup> the "horrible" example shown, the manual tells how it could have been done:

Of course it wouldn't be possible to use exactly the same form<sup>543</sup> in writing as in speaking; but the advantage is all with the writer. He can think over what he will say as long as he<sup>544</sup> likes before he says it, making sure that he has forgotten nothing. Thus, the whole of the lengthy and pompous correspondence on the right, could have<sup>545</sup> been compressed into two conversationally worded notes:

From the buyer:

"I want to get another 10 two-quart cans of the same oil you sent<sup>546</sup> me about a month ago; and if the price will be the same as before, you can go right ahead with the order."

From the<sup>547</sup> seller:

"There's a new quotation out to-day, which is a little higher, but we will make you the same price, dating the order the same<sup>548</sup> as your letter. You will receive the 10 two-quart cans of oil by American Express, probably to-morrow."

At the E. J. Woodison Company considerable<sup>549</sup> attention has been devoted to this same problem. Mr. Charles D. Yahne, treasurer of this company, was particularly interested in a phase of business correspondence<sup>550</sup> which presents unusual difficulties to many correspondents: a customer whose account is considerably past due, and who has been inactive for a long period, takes<sup>551</sup> advantage of the call of a salesman to place an additional order without saying anything about settling up his old

account. The order comes in<sup>120</sup> and is answered often in a routine way:

We have received your additional order for .....; but note, on reference to our books, that there is<sup>125</sup> an unpaid balance against you which has been standing for a considerable period and is now long overdue. Our terms are strictly 30 days net<sup>130</sup> on the items involved; and, under the circumstances, we have no option but to request an immediate settlement for the amount past due; after which<sup>135</sup> the additional order with which you have favored us will receive prompt attention.

That form says all there is to be said; and, despite its<sup>140</sup> use of stilted phrases, is brief and clear enough.

But supposing there is a good reason why the old account has not been cleared up?<sup>125</sup> Perhaps, in the correspondence file of some other department, there may be the details of some dispute as to price, quantity, quality, transportation difficulty, condition<sup>145</sup> of the goods on arrival, or any one of a score of things which might justify delay. Of course, there should be a cross-reference<sup>150</sup> to such correspondence in other files; but often there is not—and a letter like this one might easily cause a permanent breach in business<sup>155</sup> relations.

Mr. Yahne asked himself if it would not be possible, by entirely abandoning old methods of thinking and writing, to create an answer which<sup>145</sup> would take care of the situation with absolute firmness, and which, without suggesting the possibility of a dispute—lest one be created—would leave<sup>160</sup> the way open for an explanation to be given and taken without creating friction.

Here is an example of a letter of this kind, sent<sup>170</sup> out over the treasurer's signature:

I was glad to see the order for Sterling Flasks, Woodseed, Sea Coal, Parting and Perforated Chaplets, which you<sup>180</sup> gave Mr. Taylor, because I was beginning to be afraid that you had entirely forgotten us.

Business is making a strong effort just now toward<sup>185</sup> financial stabilization, so manufacturers have made their terms to us much more rigid than before. In flasks, for instance, our margin is very small, and<sup>190</sup> manufacturers' terms to us, as well as to foundries, are strictly 30 days net. On that

basis, of course, we have been compelled to establish<sup>195</sup> strict terms ourselves, and are unable to ship flasks except on 30-day trade acceptance attached to bill of lading; and Woodseed, Sea Coal, Parting<sup>200</sup> and Chaplets on 60-day trade acceptance.

While you have a small overdue balance of \$150.36 on<sup>205</sup> our books, we suppose, since you have given us this additional order, that you have now mailed us a check and it will reach us<sup>210</sup> in the next few days, when we will promptly fill your additional order on hearing from you that these new terms are satisfactory.

Examples such<sup>215</sup> as this demonstrate the importance of really thinking about all the factors involved in a letter, instead of simply drifting into a dry and formal<sup>220</sup> way of answering correspondence.

Summing up the experience of these, and of many other concerns which have given thought to this subject; the principal faults<sup>225</sup> in ordinary routine correspondence seem to center around these four points:

1. Lack of clarity, due to incomplete preparation before beginning to dictate, often leading<sup>230</sup> to the overlooking of subsidiary questions requiring additional letters later;

2. The almost entire use of the first person, singular or plural, which gives letters an<sup>235</sup> egotistical tone, repelling the reader rather than moving him to ready agreement;

3. The use of stilted language, and old-fashioned words and phrases which<sup>240</sup> make letters sound cold and formal, instead of natural and pleasant;

4. Failure to sum up the situation in the final paragraph, leading either to<sup>245</sup> unnecessary letters when nothing more is necessary; or to inaction when action is wanted.

To avoid these four main faults, as well as many others<sup>250</sup> growing out of them, the following four suggestions to correspondents have been assembled from the manuals and instructions of many firms:

1. Plan your letters<sup>255</sup> before beginning to dictate;

2. Put yourself in your reader's place and dictate in terms of his interests rather than of your own;

3. Use<sup>100</sup> only words and phrases which you would use if you were speaking to your reader instead of writing to him;

4. Avoid meaningless final paragraphs<sup>105</sup> such as "trusting that this answers your inquiry." End each letter with a clear-cut summary of what, if anything, is to be done next<sup>1100</sup> by your reader.(1953)

### *Lesson IX*

#### SENTENCES

Dear Sir :

Your kind letter of yesterday's date was received and read with much joy. I am glad to know that you are hiring my<sup>25</sup> friend, Mr. Smith, as he is a young man of very strong character which seems to stand out above that of most young men of<sup>50</sup> his age. I have worked with him in the same office for a long time. He is quick to see the things that need immediate<sup>75</sup> attention. He shows great respect and consideration for all who come in. This gives them a feeling of satisfaction when they leave your place of<sup>100</sup> business and they are more likely to return. He is always on hand and ready for duty when duty calls. He is kind to others<sup>125</sup> and ready and willing to assist them in time of need.

Sincerely,(137)

### *Lesson X*

#### WORDS

Deprive, asbestos, elaborate, lifelike, vernacular, purer, nickname, handsome, negotiated, aftermath, nine thousand, anyone else, miraculous, outlined, eight billion dollars, forty-seven hundred, extemporaneous, sixty degrees,<sup>25</sup> fifteen per cent, dynasty, younger, smaller, outnumber, latitude, remitter, trader.(35)

#### SENTENCES

The portrait of Mr. Harding is very lifelike. The walls are packed with asbestos wool. If you would become

popular with the ambassador it will<sup>25</sup> be necessary to abandon the idea of forming a union. We could never have negotiated such a trade with anyone else. The trial established his<sup>50</sup> innocence beyond doubt. The plan outlined was very elaborate. We will allow you the regular discount of 15% and 2% for<sup>75</sup> cash in ten days.(79)

### *Lesson XI*

#### WORDS

Date of the order, car after car, from sea to sea, hour by hour, he mustn't, as fast as, let us know, in reference to<sup>25</sup> the market, I hope to see, I do not consider, I don't consider, as quickly as, out of the state, next day, she had<sup>50</sup> been able, very important, to obtain, to lead, you may have, ought to reach, we want to know, you must be, to speak, to ask,<sup>75</sup> to serve, owner of the house, out of the market.(85)

#### SENTENCES

If you will give us the date of the order we will have it traced at once. It is very important that we have your<sup>25</sup> reply immediately. In order to obtain these goods, you may have to send the cash with the order. The owner of the house said he<sup>50</sup> was not in the market for any more real estate just now. Mr. Jones is out of the state at present and we do not<sup>75</sup> know when he will return. I hope to see you at our next meeting. We will try our best to serve you to your entire<sup>100</sup> satisfaction, and trust that you will write us whenever you need supplies in our line.(115)

### *Lesson XII*

#### WORDS

Amuse, abhor, disgrace, donation, designer, final, jump, luscious, lyceum, homage, mishap, rebuff, gastric, insidious, involution, garnish, cabin, repaid, Harold, pursuance, richest, funnel, strop, visitor, probation.(25)

#### SENTENCES

It was very amusing to see how the horses delighted in jumping the hurdles.

He gave up the stump for a place on the lyceum<sup>12</sup> board. The naughty child will be placed on probation. A liberal donation was received from every firm in the block. That is the richest man<sup>13</sup> in town. You should not jump from the car before it stops. The adventurous youth sailed around the world aboard a battleship of the latest type.(76)

### *The Clearing House Examiner*

A survey of the work and service of the Clearing House Association of Chicago cannot fail to reveal its sturdy aids to the facilitation and<sup>14</sup> efficiency of Chicago banking. These aids are of the institution itself and the primary reason for its being. They may be termed the *invisible* portion<sup>15</sup> of its service, none the less effective for being routine and technical.

But the Association's most tangible protection of the banking community's well-being, both<sup>16</sup> as preventive and cure, is to be found in the operation of its Examinations Department, which began functioning on June 11, 1906.<sup>16</sup> The Examiner and his staff are the bulwark of Chicago banking.

To understand the origin of the Examinations Department it must be recalled that in<sup>17</sup> December, 1905, not only the Chicago banks but also the entire financial structure of the United States were endangered by the threatened<sup>18</sup> collapse of three associated institutions with aggregate resources of some \$27,000,000. That the Clearing House Association assumed all the liabilities of these<sup>19</sup> member institutions and paid every depositor dollar for dollar is the Association's brightest single achievement. There were losses, but they were suffered by the rescuing<sup>20</sup> banks—not by the public.

The resolution which led to the institution of the Examinations Department of the Clearing House Association was presented by a<sup>21</sup> prominent member, a past president, at the annual meeting in January, 1906. He said:

"This is the second time in ten years"

that one of the largest banks in the city has been closed up between Saturday and Sunday. As members of the Chicago Clearing House we<sup>22</sup> have a right to know whether the banks transacting business through this clearing house are fit to be here or not, and I am going<sup>23</sup> to offer a resolution asking for the appointment of a committee to arrange some plan of examination of the banks, and I am going to<sup>24</sup> ask for a roll call in order that we may know how the members stand."

The vote was unanimous and in June, 1906,<sup>25</sup> the Examiner began the periodical examinations which to-day are serving both member and affiliated banks and safeguarding the funds of every depositor whose bank<sup>26</sup> enjoys this high privilege.

The Clearing House Examiner supplements the work of federal and state examiners. His work is local, his authority issues from a<sup>27</sup> voluntary association through its Clearing House Committee whose action, when necessary, is *immediate*, neither dependent upon the decision of a distant chief nor retarded by<sup>28</sup> the delays usually encountered in governmental action.

The examination is not merely a verification of the assets and liabilities of the bank but an inspection<sup>29</sup> of the operations and efficiency of every department.

The Clearing House examination is qualitative with respect to the assets as well as quantitative. Special mention<sup>30</sup> is made of all loans, either direct or indirect, to the officers, directors or employees, or to corporations in which they are interested. A full report of the findings is kept in the files of the Examinations Department and a copy sent to the president of the bank for the<sup>31</sup> use of the directors. Each director is notified that the report has been sent to the president, so that he may acquaint himself with its<sup>32</sup> contents. A general report is made to the Clearing House Committee, but the details of the bank's condition are never revealed unless unusual conditions make<sup>33</sup> such action imperative.

The examinations, first instituted in Chicago, have been adopted by all the larger cities in the United States and accepted as the<sup>most</sup> most important reform in modern banking. During the present year Indianapolis, Indiana; Montgomery, Alabama; Hutchinson, Kansas, and Ogden, Utah, have been added to the list<sup>of</sup> of twenty-two cities already operating under the system, and two other cities adopted the system at the beginning of 1922.<sup>so</sup>

The public must not, however, be led to believe that the Clearing House Association stands ready to assume the liabilities of any of its member<sup>s</sup> or affiliated member banks that may get into difficulties. No such understanding exists and no such obligation pertains to either membership or associate membership in<sup>the</sup> the Association. While supervision by periodical examination is the best method that has been devised for keeping banks in good condition, it is quite possible<sup>in</sup> in the period between examinations for a bank to meet with reverses of sufficient magnitude to bring about its suspension and failure. All that can<sup>be</sup> claimed for Clearing House supervision is that it is the best method so far developed for keeping banks in good order and for giving<sup>the</sup> the public the best possible assurance that their statements issued to the public are reasonably accurate. Such assurance, however, carries with it no guaranty or<sup>other</sup> responsibility of the Association or any of its members to assume the debts of any individual member bank that may meet with disaster.

A<sup>ss</sup> former Comptroller of the Currency has characterized the Clearing House examinations as "infinitely superior to state and federal examinations." The record is the best proof<sup>to</sup> that the policy is sound both in theory and practice; for not one dollar has been lost to a depositor of a Chicago Clearing House member bank, regular or affiliated, since the examinations system was inaugurated in 1906."

In Chicago twenty-five member banks and 101<sup>affiliated</sup> banks afford their

depositors this safeguard. Since the recent collapse of a comparatively large bank, which was not a member of the<sup>the</sup> Association and therefore did not enjoy its protection, fourteen Chicago banks outside of the Loop have either joined the Clearing House Association or have made<sup>an</sup> application for membership. New members will come to the Chicago Association because the depositor is entitled to demand the last degree of protection from every<sup>possible</sup> source. They will come, too, because in so doing both the large and the small bank, regardless of self-interest, thereby accept the responsibility<sup>of</sup> the common welfare in making the banking situation as clean, as strong, and as safe for the bank depositors as it can possibly be,<sup>thus</sup> thus insuring public confidence and goodwill toward their institutions. (1035)

[This completes the series of six articles taken from the "Chicago Journal of Commerce," which have appeared in alternate issues since July, 1923.]

### You Will Never Be Sorry For—

Keeping fit.

Being thrifty.

Not yielding to temptation.

Being cheerful and optimistic.

Being hopeful and courageous.

Having grit and determination.

Taking time to make good<sup>friends</sup>.

Cultivating a love for the beautiful.

Being reliable and absolutely honest.

Being straight and clean in your life.

Doing your duty cheerfully and willingly.<sup>so</sup>

Taking time for needed rest and recreation.

Doing your level best in every situation in life.

Learning everything possible about your business.

Having worked hard<sup>to</sup> to prepare for your life work.

Doing to others as you would have them do unto you.

Having learned to be self-reliant; to trust<sup>in</sup> your own power.

Establishing a good name and keeping your integrity above suspicion.

Living up to your highest ideal, measuring up to your highest<sup>225</sup> standard.

Helping those who need your help; lighting another's candle with your own.

Assuming great responsibility, no matter how distasteful it may at first be<sup>230</sup> to you.(152)—*Orison Swett Marden.*

### *A Real Estate Case*

(Continued from the February issue)

A I got that from the vacant property<sup>225</sup> sign. I thought Mr. Watson was the owner and I went over to see him. I do not know whether his name was Watson, but<sup>230</sup> it was some downtown agent.

Q At 60 West Washington Street?  
A Something like that.

Q But you are sure you did not go there<sup>235</sup> because you learned from Mr. Sheeder that his name was Watson?

A No, sir. There was a Grocery Store out there for rent and that<sup>240</sup> is where I got the name.

Q Did you tell Sheeder anything about what your business was?

A Yes, sir.

Q Did you give him<sup>245</sup> a card?

A Yes, sir.

Q Now what records did you keep of that listing in your office?

A Well, just an ordinary card, a<sup>250</sup> listing card, that is all.

Q That is all you kept?

A That is all.

Q Did you ask Mr. Sheeder to sign anything the<sup>255</sup> first time you went to see him? A No, sir.

Q Didn't you ask him to sign up a contract to sell that the first<sup>260</sup> time you went to see him?

A No, sir. I did not have a buyer the first time I went to see him.

Q You<sup>265</sup> did not discuss the question of a written contract to be signed by him at all the first time you went to see him?

A<sup>265</sup> No, sir. The first time I went to see him I saw him in regard to the improved property.

Q How many times did you<sup>270</sup> go to see him in all?

A I don't remember the number of times, but I know I went to see him when I first<sup>250</sup> went to speak to him in regard to the property, and then I went two or three times in between that and the tenth of<sup>255</sup> March.

Q What occurred the first time, I mean the second time you went to see him?

A The second time when I went to<sup>255</sup> see him I brought him an offer of \$110 a foot.

Q What day was that?

A I don't remember the<sup>255</sup> day.

Q How long was it after the first day which you say was on the third or fifth of March?

A About two or<sup>260</sup> three days later, about two days after I first listed the vacant.

Q What was the name of the purchaser that you brought there?

A<sup>265</sup> Mr. Ferris.

Q When had you first met Mr. Ferris?(2635)

(To be continued next month)

### *Not Genius*

What makes actors and actresses successful? Not genius. Not opportunity. Both of these help, but the main reason is hard work.

As George Robey said<sup>25</sup> recently: "The reason why some actresses are so successful can be given in two words—they rehearse." (42)

### *Business Correspondence*

#### LETTERS TO DEALERS

[From *Gardner's Constructive Dictation*,  
Page 192, Letters 5 and 7]

W. R. Benedict Lumber Co.,  
Albuquerque, New Mexico  
Gentlemen:

When we sent you a copy of our General Hardware Catalog last year we hoped that<sup>25</sup> we might have the pleasure of supplying a share of your builders' hardware, but our records do

not show that we have made you a<sup>re</sup> shipment.

We are selling builders' hardware and kindred goods to the lumber trade throughout the western states, especially in Idaho and Utah, where a great<sup>er</sup> many lumber yards buy our goods extensively.

We should like to fill a share of your orders. If you prefer to have us quote prices<sup>100</sup> before shipping, please make up your memorandum and we will quote you our best wholesale figures by return mail.

We hope you will give this<sup>122</sup> subject favorable consideration when ready to stock up.

If you are handling other goods in our line and will give us a list of them<sup>150</sup> we will quote you low prices.

Yours very truly, (159)

The Holt Shoe Company,  
Portsmouth, Maine  
Attention—Mr. Charles J. Holt  
Gentlemen:

Undoubtedly you have examined the Textan Sheet sample submitted with our proposition of<sup>25</sup> April 29. If you use Sheet Soling, we would like to put you in a position to demonstrate that Textan sheet is your best<sup>re</sup> buy. In fact, we presume you want to do this yourself. Therefore, we shall be glad to handle a trial order, the results of which<sup>re</sup> we believe will be unusually satisfactory. May we be of service to you right now?

"Use Textan—it is better."

Very truly yours, (88)

*A King Who Was Never Wrong*  
From "The New Success" Magazine

It is claimed by watchmakers that the first clock that in any way resembled those now in use, was made by Henry Vick, in<sup>1370</sup>. He made it for Charles Fifth of France, who was called, "The Wise."

Charles was sufficiently wise to recover from Great Britain<sup>re</sup> most of the

land which Edward Third, had conquered, and he did a good many other things which benefited France. But his early education had<sup>75</sup> been somewhat neglected, and probably, he would have had trouble in passing an ordinary high-school examination in these days. Still he had a reputation<sup>100</sup> for wisdom, and thought that, in order to keep it up, it was necessary for him to study and appear very learned.

"Yes, the clock<sup>125</sup> works well," said Charles, when Vick's clock was presented to him. But, being anxious to find some fault with a thing he did not understand<sup>150</sup> he added: "However, you have got the figures on the dial wrong."

"Wherein, your majesty?" asked Vick.

"That four should be four ones," said the<sup>175</sup> king.

"You are wrong, your majesty," said Vick.

"I am never wrong!" thundered the king. "Take it away and correct the mistake! The 'IV'<sup>90</sup> should be four 'I's'"

And corrected it was, and from that day to this four o'clock on a watch or clock dial, where Roman numerals<sup>125</sup> are used, has been "IIII" instead of "IV." (235)

### Short Stories in Shorthand

#### A CHIP OF THE OLD BLOCK

"Bertie," said mother sorrowfully, "every time you are naughty I get another gray hair."

"My word!" replied Bertie; "you must have been a terror, look<sup>25</sup> at grandpa!" (27)

#### AT HOME

Sweet Young Thing: "Is Hogg your real name?"

Author: "What did you think it was—my pen name?" (18)

#### A REAL BENEFIT

"How I envy you your group of children," remarked the bachelor to his long-married friend.

"Children certainly do brighten the home," replied the other,<sup>25</sup> gratified.

"What? Oh, yes, yes, of course. But what I was thinking of—look at the tax exemption you can claim on them."

(48)

#### A RISK

A farmer who owned a large cattle ranch was bragging to a passer-by about his cows. "Why," he said, "I have one cow that gives<sup>25</sup> 75 gallons of milk in one day."

"What do you call that cow?" asked the stranger. "I should think that you'd call the cow<sup>26</sup> something large, very large, like, well, like—United States."

"Call that cow United States? I should say not. Do you think I want that cow<sup>27</sup> to go dry on me?"(80)

#### THE HONOR SYSTEM

Teacher: "What authority are you quoting? Almost every sentence on your paper is enclosed in quotation marks."

"Well, to tell the truth, teacher, I was<sup>28</sup> quoting the fellow that sits next me."(32)

#### THE GUILLOTINE

Freshman: "Did the poor queen get rattled when they sentenced her to death?"

Sophomore: "Yes, indeed! She lost her head."(20)

#### JUST LIKE SISTER'S BEAU

Jack: "What time shall I come over to the house, Mary?"

Mary: "Oh, I don't know, come after dinner."

Jack: "Well, that's what I was<sup>29</sup> coming after, Mary."(28)



#### Southern C. T. A. Meeting

*(Continued from page 247)*

A business meeting was held in the afternoon at which time the following officers were elected:

W. H. Wheeler, President of the Wheeler Business College, Birmingham, *President*.

W. A. Price, Central High School, Chattanooga, Tenn., *Vice-President*.

Elizabeth Baker, Commercial High School, Atlanta, Ga., *Secretary-Treasurer*.

It was decided to hold the 1924 Convention at Atlanta, Ga.

At the banquet on Saturday night, Mr. J. L. Harman, of Bowling Green, Ky., acted as toastmaster. He presented the retiring president, Mr. Merriman, with a pair of gold cuff links from the Association. Miss Alice V. Wylie, of Memphis, who has been the faithful and efficient secretary, was given a handsome silver vase.

The Birmingham Convention left nothing to be desired in the way of entertainment, and set a precedent that will be an inspiration to succeeding Southern Commercial Teachers' Associations.



The schoolmaster is abroad! And I trust more to him, armed with his primer, than I do to the soldier in full military array, for upholding and extending the liberties of this country.—*Brougham*.



#### Convention Reports

*(Continued from page 262)*

of the California National Bank of Sacramento, spoke in a most interesting manner. He illustrated his talk with examples from real life which closely connect the work of the commercial teacher with that of the business man.

At the afternoon session Mr. Goldberg, who is in charge of the Commercial Department of the Sacramento High School, discussed in a concise manner, "A Course in Business."

Mr. F. J. Pribble, of Sacramento High School, announced the 1924 Sacramento Valley Typewriting Contest to be held at Sacramento, May 3, and announcement of the March 29 contest scheduled for Sacramento Valley schools nearer Willows was made by the secretary, Mrs. J. Paul Bunker, of Glenn County High School, Willows.